

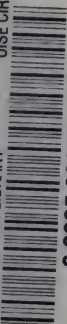
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OF

SCHOOL-MANAGEMENT AND TEACHING

FOR

TEACHERS, PUPIL TEACHERS, AND STUDENTS.

BY

F. E. HARDING, M.C.P.,

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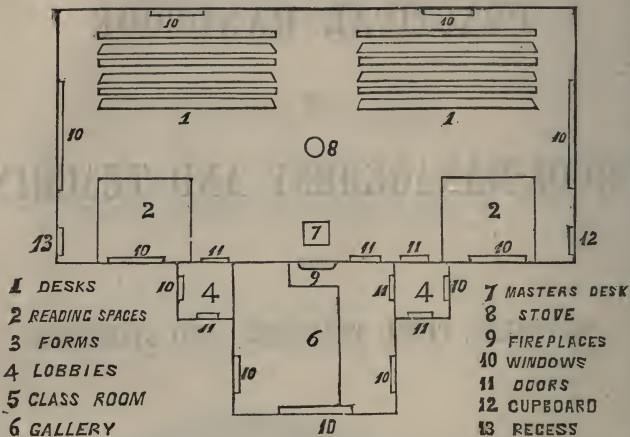
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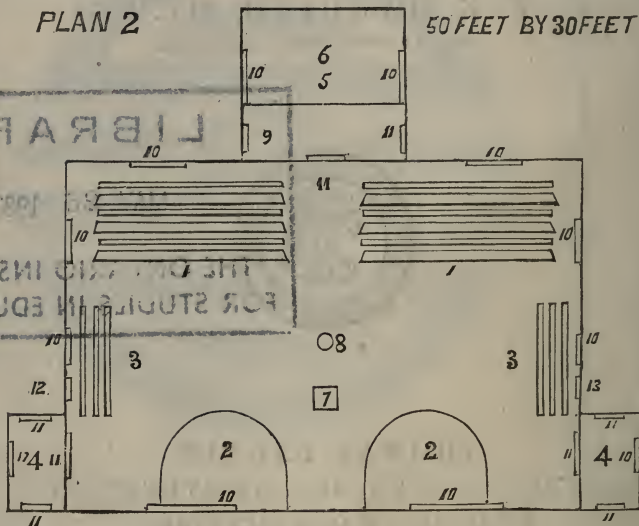
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PREFACE.

THE object of this work is to supply a Handbook thoroughly practical in character, and useful alike to the teacher in training, and to the schoolmaster in charge. Each method of instruction herein contained has been tested and proved successful, and all hints and suggestions are the result of actual experience.

The schoolmaster may be likened to a sculptor. Each has the material upon which he is to exercise his skill placed before him in a rude natural state. As the sculptor with the various kinds of stone, so the schoolmaster with his pupils should treat each according to their respective qualities. No skilful workman would proceed to reduce his block of stone to the required shape until he was quite sure that he understood its peculiar nature and property, and had so placed it that each blow of the mallet might not send it rolling from him. In like manner, the schoolmaster should at first make himself acquainted with the diverse peculiarities and abilities of his pupils, and should bring each child perfectly under control. Consequently, the subject-matter of Part I. of this work should be as useful to the master as the more practical directions in Part II.

F. E. H.

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PART I.

SCHOOL ORGANIZATION.

I. THE SCHOOLROOM.

1.—As this little work is intended solely for the assistance of teachers, it may seem out of place to speak of the school building, inasmuch as the actual erection of the schoolroom is seldom under the control of the master, or in any way influenced by his ideas. Still, as there is just the possibility of a suggestion from a master being listened to by those in whose hands the building plans are placed, it would be quite as well that the suggestion should be a correct one.

2. **Shape and Size.**—The shape of the room should be that of an oblong, as this is acknowledged to be the most convenient. The size must of course depend upon the number of children it is intended to accommodate. A room 50 feet by 18 feet, with a minimum height of 10 feet, will contain space sufficient for 112 children. If a larger room than this be required, it would be advisable to keep the same length (50 feet), and increase the width to 30 feet. This would be large enough for 180 children. Should a room still larger be required, both width and length should be increased proportionately—thus : for every additional length of 10 feet, 6 feet should be added to the width, so affording accommodation for 8.5 children more.

3. **Light and Ventilation.**—Too great attention cannot be paid to the lighting and ventilating of the room. The windows themselves will of course afford good means of ventilation ; but as these cannot under all circumstances be kept open, ventilators, formed on some simple plan, should be placed in the walls, as

near the roof as possible. Those which can be kept under control by means of a cord are found to answer very well ; but the so-called self-acting ventilators are, as a rule, to be avoided, because almost invariably after a short time they become deranged or cease to act at all. It will be found that the windows best suited to a schoolroom are those with sash frames, which draw down from the top, thus affording abundant means of escape for the hot and foul air, without the accompanying draught caused by the inrush of cool, pure air, which is the great evil of windows that open on the old lattice principle. The upper half of some school windows, contains one or more swinging frames, working on a pivot at the middle of each side. These are certainly preferable to the lattice windows, but are not nearly so favourably spoken of as the sliding sashes. The windows should be so placed as to be too high for the children to look through ; for it is impossible to prevent the attention being drawn away, when what is going on outside can be seen. The higher the windows are placed the better, because then there will be less chance of the pupil's body casting a shadow on his book or slate. A cupboard should most certainly be provided, in which the books, &c., should be kept ; and a great addition to the neatness of the room will be made by leaving recesses in the walls, in which the boards and easels may be stowed away.

4. Heat.—For sake of economy and comfort, the schoolroom should be warmed in winter by a stove placed in the centre. A small Gurney's stove will be found to answer admirably, as the heat from it spreads rapidly, and widely, and is never dry and unpleasant.

5. The Class-Room.—No school should be without a classroom. As a place where noisy lessons (which would greatly interfere with the other work in the principal room) may be carried on, it is indispensable. It is a great misfortune that in most country schools the class-room has to be converted into an infant school. This, however, can, to a certain degree, be remedied in summer. Most country schools can boast of good playgrounds, and if the master has a trustworthy teacher, it is a good plan to draft a class into the playground for a noisy lesson. The class there should be so placed that the master, by looking

through the window, can see what is going on outside. Again : the little ones may occasionally (perhaps once or twice a week) be sent home half an hour earlier than the others, and thus the room will be left at the disposal of the master. If possible, the class-room should be placed in the school-front, with a lobby on each side, and opening into the principal room. If not, the back part of the school, rather than either side, should be chosen, in which case the lobbies could be built either as a double porch in the centre of the school-front, or at the sides (as in fig. 2). If it be a mixed school, two lobbies will be quite requisite ; and if simply either a boys' or a girls' school, two doors will always be found useful. The size of the class-room should be not less than 12 feet by 14 feet, and as much larger as desirable. It will be found very handy to have a gallery in it instead of a level floor.

II. ORGANIZATION OF SCHOOLROOM.

This term includes all the interior arrangements of a school. The easy way in which many a master carries on his school-work is mainly attributable to the methodical arrangement of the room.

6. Desks.—The desks should be placed in small groups along one side of the room, facing, of course, the opposite side. The old plan of ranging the desks round the walls has quite fallen into disuse, because while so placed, a class of moderate size would, when writing, be all over the school, and then, too, the desks could be used for none other than a writing lesson. In a room 50 feet long the desks may be arranged in four groups, each desk being 10 feet long, or if smaller divisions be required, five groups of 8-feet desks : but in most cases, four groups will be quite sufficient. These may be re-arranged into two groups, if the master so wills, and by so doing the space between the groups will be doubled, and no necessity for confusion in changing lessons will exist. Having four sets of 10-feet desks formed into two groups will be preferable to having desks 20 feet long, although the extent of sitting room will be the same ; for the sets of desks, although combined, will still sufficiently mark the division between the two classes seated in the one group, and so

the teachers will not be vainly endeavouring to teach two separate subjects to a mingled mass. The desk-room allotted to each child should be about 18 inches; therefore, four groups with three desks of 10 feet in a group, will accommodate 80 children at once. In a room 50 feet by 18 feet, it will be necessary to carry on arithmetic lessons in the desks, as the width of the room will not admit of groups of forms, as well as the desks, because the open space available should be apportioned off for reading. In a room 50 feet by 30 feet, there should be, in addition to the desks and open spaces, two or more groups of forms for arithmetic lessons.

The master's desk should be placed in such a position, that when the master is obliged to be working at it, his eye may easily scan the whole school.

7. Respect for the Schoolroom.—The children should be brought to look upon their schoolroom with great veneration. To allow the children to play in it, when inclement weather prevents play being carried on outside, is a great mistake. Consequently this should be strictly forbidden. The same rule should be invariably enforced with regard to those children who, in many country schools, coming from afar, bring their dinners with them, and who, being allowed to eat their food in the room, generally consider it necessary to assist their digestion by continuous running and jumping. If they will persist in making unnecessary noise at such times, the master should find out the offenders, or the ringleaders, and compel them to dine in the open air.

8. Cleanliness.—The floor of the schoolroom should be swept every day, and the walls kept as free from dust as possible. For—

- (1.) If dust be allowed to accumulate in the room, it will, during the day, be set in motion, and so, mixing with the air, be breathed into the lungs, than which few things are more injurious to the health both of teacher and scholar.
- (2.) A child who comes to school dirty and untidy cannot be conscientiously scolded if the schoolroom itself is not fit to be looked at.

Appoint the monitors and teachers to keep the room tidy. They will soon get into the habit of doing so, and will take an interest in it. A schoolroom in a litter is a very uncomfortable place.

III. DISCIPLINE.

Order—Example—Daily Routine—Punishment—Drill.

9. Order.—An old proverb tells us that “Order is Heaven’s first law,” consequently we have no right to expect to succeed in any of our earthly undertakings if we are not careful that all is done “decently and in order;” for as order is necessary to the harmonious motion of the “heavenly bodies,” it must also most certainly be essential to the healthy working of any scheme of man. Above all places, a school should be the constant abode of order in every matter, because—

- (1.) The life of a man is often influenced by the ideas and habits formed when a schoolboy; and a man who does a thing systematically seldom fails to do it well.
- (2.) The ease with which the work of a well-ordered school is carried on contrasts most favourably with the irksome, confused jumble seen in the teaching of a disorderly school.
- (3.) A well-conducted school is sure to be one where the best education is given.

Successful discipline will be found to result from strict attention to these four matters:—Influence of Example—Daily Routine—Punishment—Drill.

10. Influence of Example.—The education of a child consists mainly in guiding aright its imitative powers. The life of a child is one continued endeavour to do what it has seen done; consequently, the teacher cannot be too careful as to the pattern he by his manner is placing before the child. He should always endeavour to realise the fact that, upon him and his acts the success of the school, and to a great extent the future of the scholars, depend; and so seeing his responsibility, he will doubtless be led to act with becoming propriety. In school he must go about his work in a quiet, earnest spirit, being as nearly as

possible always even-tempered. When reading prayers, his tone and manner should be suited to the act, that the children may see there is a great difference between reading prayers and going through a reading-lesson. Out of school, too, a master must be careful of his doings. At play-time it is desirable that he should be with the boys, or so near them that his presence may in a measure check quarrels and disputes, or that his decision may be asked, and considered final, should they arise. Occasionally, too, no harm is done by joining with them in their games, showing them any way in which the same may be improved. The children look upon it as a great honour that their master now and then has a game with them ; but it should only be "now and then," and by no means considered a regular thing ; and then only those games should be joined in with which the master is acquainted, as it is a bad plan to let the children get the advantage, even in play ; and he must remember that there is a great difference between amusing the boys and being dragged down by them to their level. It is said "familiarity breeds contempt," and in the intercourse between master and scholar too great familiarity most certainly has this effect : and so, at such times, without wanting everything done just in his own way, or being authoritative, he should so act that the children may never forget that he is their master still. It is by no means an easy task to recover in the schoolroom the authority that has been lost in the playground, and so the master must be as careful when amusing the children as when teaching them. A master should also conduct himself in his private affairs in a manner becoming his calling. He should choose really respectable people for his friends, and should be careful to keep himself from the beerhouse. Parents will not willingly send their children to be taught by a man who degrades himself by forming low associates or habits.

The teacher should also pay due regard to his own personal appearance. He should show neither slovenliness nor extravagance in his dress, as children are ever ready to notice such things, and their respect for the master is not likely to be increased by his slovenly appearance, nor will they be careful to present themselves clean and tidy. Again : a master who is

frequently late will assuredly have a goodly number of late scholars, and as this is by no means desirable, it is highly important that he should be very punctual.

11. Daily Routine.—Every school should be provided with a daily time-table, which should be altered as seldom as possible. The subjects named on the time-table, and the time allotted to them, should be strictly adhered to. By this method, not only the teacher, but also each child, will know quite well what should be the work of his class at any time of the day. Great care should be taken that all books, slates, &c., should be put away as soon as they are done with, by a separate monitor for each class. If this matter be neglected, as a natural consequence, nothing will be in its place when it is wanted, and great confusion will be caused ; whereas, if one lad from each class regularly puts away the slates or books used at the past lesson, and on returning to his class brings what is required for the next lesson, all will go on smoothly. If the classes are large, two monitors should be appointed for each class, the one to give out, and the other to collect the materials used, and this, too, should be done while the classes are changing places ; for where it is the custom to sing at such times, the unavoidable noise will be deadened.

12. Punishment.—However repulsive corporal punishment may be to the ideas of the parents, it is very necessary to the well-being of the school, and if used with discretion, does a great amount of good. A strict master may be one of the greatest friends of youth ; and although to young minds anything but a favourite, and by them even considered very harsh, clemency would, in many cases, make him really a cruel master, not only apparently so. The master should endeavour to make each child fear him, but only to such an extent as to enable him to gain the child's confidence. A child should fear to offend, not merely from dread of punishment, but because he knows that he is likely thereby to lose the master's confidence. Scripture says, "He that spareth the rod hateth his son." "Spare the rod and spoil the child," is one of our oldest proverbs. It is not the use, but the abuse of punishment, that so often causes unpleasantness between parents and schoolmaster. It conse-

quently behoves a master to be very sure that the punishment inflicted is just, and discreetly administered. The rod should be used in school by none but the master, and by him only on the most urgent occasions. When, however, he does use it, it should be in such a way as to make the children regard it as a punishment indeed.

It should be a great object with the master to find out what particular punishment will be most effective with each particular child. With some (but these are very few) a kindly reprimand in private is a sufficient punishment; with others, more can be done by shaming them before their schoolfellows than by aught else; while, to many, a good thrashing is a dreadful degradation. Then, again, lessons after school-hours, communication with parents, and other minor means, are severally suited to different children.

When the master has found how best to manage each child, his next endeavour should be to carry on this management. He should be quite sure that the punishment inflicted is not a result of his anger, but is justly merited by the child. A master should vigilantly guard against angry feelings with regard to offenders, though he must naturally be vexed with them. If a child be one day punished severely for such a fault as talking, and another day hardly reprimanded, even for greater faults, *e.g.*, lying, or copying, the desired effect of the punishment will be lost on him. It must be remembered that "shame," not "pain," is the grand object in all punishment. The boy's body was only the agent in the committal of the fault, and so corporal punishment is not all-sufficient. To get at the root of the evil, the punishment must be inflicted upon his inner self. He must be made to see his fault, and to understand fully that he is being punished.

Again, it is evident that beside the primary object—correction—there is another reason why we should not withhold punishment when it is necessary. It has a general, as well as a special use. The special benefit looked for, is the improvement of the offender; and the general, an example and warning to the rest of the scholars. Many a time when a master would forgive a boy, hoping that things may go on better in the future, the thought that he is losing one chance of helping his scholars to

choose the right and refuse the wrong, by so doing, will urge him to the strict performance of his duty.

It is a very evident fact, and also a very natural one, that the younger children in a school are guided (in some cases quite unconsciously) by the elder ones. If, therefore, the master can keep the elder ones in a proper state of subjection, the younger ones, taking the cue from them, will give very little trouble. Good will occasionally be done by contrasting the conduct of some well-behaved lad (of course in his absence) with that of some of the troublesome ones, and advising the latter to go and act like him; but this should be very rarely and very carefully resorted to, as seeds of dislike and jealousy are very easily sown by such remarks.

Punishment should be varied as much as possible. If a boy is lazy at home-work, and brings his lessons unprepared, momentary punishment will be of little use if the matter be suffered to end therewith. He should undoubtedly be compelled to learn the neglected lesson or lessons, and if an old offender, an extra one also, either in play-time, or after school-hours. Many school-masters dispense almost entirely with lessons after school-hours, or else leave the teachers in charge. Of course, one must acknowledge it is very unpleasant to be obliged to remain in school after the regular time, because some of the scholars choose to indulge in laziness; but as the aim of a master should be to improve his school and scholars, this being a means of doing so, he must be content to put up with the extra trouble, and remain till the work is done; for the master should order and superintend all punishment, and more harm than good is frequently done by leaving young teachers to see to the extra work.

Lessons to be learnt after school-hours will be found to answer in many cases, but more especially in the case of those who will shirk their lessons if they can, as to them it will probably be a greater punishment than anything else; and as they will doubtless work earnestly in order to get to play, some good will be done by showing them that they can learn if they like, in addition to increasing their stock of knowledge. Some object to giving lessons as a punishment, on the ground that children are by such means led to take a dislike to their book. To a certain extent

this may be true ; but it must be acknowledged that if a child be inclined to dislike his book, he will do so, whether or not he has extra lessons set him by way of punishment, and if he dislike his book, no greater punishment than compelling him to learn it can be inflicted ; and after he is forced to acknowledge that he can learn if he will, there is the probability of his being by this means actually led to do his best. This latter is by far the more sensible way of looking at the matter.

Late comers are a great annoyance to a master, and for such, his own discretion must be used in the choice of punishment. Much can be done towards curing this fault among the elder children, by constantly impressing upon them that the habit of being late will grow upon them, so that when they reach years of maturity it will be almost an impossibility for them to throw it off, and then the evils of it will show themselves, and work them woe. Doubtless, some may be influenced in this way, and their example will tell upon the others. Late comers should never be allowed to go to their places without a reprimand, at the least, unless they bring a note from their parents setting forth an excuse. It is a good plan to diversify the punishment for this offence ; for if the same punishment be always inflicted—for example, “ a caning ”—those who do not fear this visitation, will be less particular about being in time ; whereas, if they cannot be sure what the punishment will be, and fear that what they dread most may be included in that day’s programme, they may exert themselves to be at school in time ; and when boys are brought to find that they can be in time if they choose, there is great likelihood that a beginning of better things has been made. Generally, a master who is thoroughly earnest about the matter, and is very particular every time the school is open to be himself in time, and to urge his scholars to be so too, will soon have the gratification of seeing this failing melt away. As a rule, children always give in to one who is in earnest.

Tale-telling and lying are very nearly related, and should be reckoned among the ever-punishable crimes. If a tale-bearer invariably brings down upon himself the punishment he would have had bestowed upon another, he will soon get sick of such

rewards, and leave the tale-telling to others. Lying is one of the most flagrant crimes a master has to cope with, and for it severe punishment should always be resorted to. Shaming should at first be tried, and advantage taken of the mention of lying and liars in any of the daily lessons. In this, as in all cases, the master should sift the matter well ere he punishes. If he use due precaution in the scrutiny, he will seldom fail to arrive at a right conclusion, and so will gain great respect among his scholars, and many a truth will be told, because it is not safe to tell a lie. Copying, too, is near of kin to lying; and it is well to make the children understand this, and also that it is thorough stealing.

With regard to teachers, who should be more directly and completely under the master's control, punishment, when necessary, should be of a graver nature than that inflicted upon the children. A black book, as a record of their misdoings—to be occasionally subjected to the manager's perusal, and also to be referred to when their wages are paid, so that a deduction may be made according to the number and nature of the entries—will be a severe and effective mode of procedure. Some masters do not hesitate to punish teachers with the cane for misdemeanours, and that, too, before the scholars. Nothing more humiliating, certainly, can be resorted to; but few things will tend so effectually to lower a teacher in the children's estimation, and consequently to destroy his authority, as this. It should be quite understood that the teachers are to be corrected as often as they do wrong, but the correction should be suited to the office.

13. Drill.—This aid to discipline should never be neglected, as it is, if properly conducted, always popular in a school, and is certainly productive of much good; for the children are by such means taught to do things orderly and harmoniously, and are kept from rushing about the room as if their lives depended upon getting to a certain spot in the greatest possible haste, and so causing noise and disorder. And then, again, it is such an entire change from the lesson routine, that it enlivens the scholars immensely.

A special time once a week may be devoted to drill practice, and the lessons then given may be perfected at play-time and

any spare moments. Twenty minutes or half an hour will be ample time for any one lesson. Many masters never attempt drill practice, because they are not competent to undertake it; others follow a plan of their own, having never been drilled themselves. Such masters will derive great benefit and assistance from the perusal of some such handbook as "The Schoolmaster's Drill Assistant," edited by Commander F. R. Norman. In this subject, as in all others, what is worth doing at all is worth doing well.

IV. A FEW HINTS TO SCHOOLMASTERS.

A schoolmaster should endeavour to possess that which Carlyle declares to be "the essential element of genius—an immense capacity for taking trouble," for his office is no sinecure.

14. Firmness.—The first great aim of a teacher is to be master, not only nominally, but in reality. It is thorough nonsense to imagine that a master can teach a child over whom he has no control. Never allow your authority to be questioned, or your orders to go unheeded. Make the children understand that when you order anything to be done, it is to be done; because (1.) it is your bidding; and, (2.) it is your bidding because it is right and reasonable; for who better than the master should know what is to be done and what left undone in the school. If the children see that the master insists upon having his orders attended to, they will soon bring themselves to obey without hesitation or scruple. As one false link will render the remainder of the chain useless, so one departure on the master's part from this plan will, to a certain extent, nullify his former work, and probably cause him great trouble. Let the master be lax, and the children will soon find it out; and in his first indiscreet act they will see a reason for disobedience, for they will then argue, "Master is not always particular." Consequently, the work must be undertaken with heart and soul, and, to this intent, the master should call to his assistance all the means that are at his disposal. One member extremely useful is the eye. In giving a lesson, to call a refractory boy to order, would interrupt the teaching, and upset the whole class; whereas, if the offender find

that the master's eye is unmistakably fixed upon him, he, knowing the meaning thereof, will attend to the lesson. Again, the too frequent use of the voice in calling to order so accustoms the children to this fault-finding, that they in a little time adopt the plan of pretending to heed the master's injunction with all possible despatch, but then with as great despatch forgetting the same. Hence the eye will be very useful, and will not necessitate such exertion as the use of the voice. The master should also lead the children to understand that a sign made to them by him, is to be obeyed as scrupulously as an audible direction. So the voice, the eye, and the gesture being all brought to his aid, will make his work more easy and more effective.

15. Kindness.—A master, therefore, should first endeavour to gain complete authority over his scholars, even at the risk of being thought severe. If he is to hold his own with his pupils, he must bring them to fear and respect him. When the children are so far brought to submission, a few acts of kindness, and an ever-wakeful anxiety for their well-being and happiness, will win their affection, and attach them firmly to him. The tone of the voice should be firm, and all orders given in such a manner as will show they are to be obeyed; but no harsh style should be resorted to, for, as childhood is naturally cheerful, it will be readily won by cheerfulness, and it must be admitted that a teacher with a pleasant, cheerful manner makes the schoolroom a much more endurable place than he who is gloomy and morose. At the same time, the teacher must be careful not to run into the opposite extreme, nor yet to be wonderfully cheerful at one time, and then presently, as a counterpoise, extra morose. "Steadily and pleasantly" is no bad motto. To go about one's work calmly and earnestly is a golden rule for those who seek for success. Always, as much as possible, prevent friendly visits being paid you in the schoolroom. You cannot treat a friend properly, and attend to the school at the same time. Should, however, by chance, an acquaintance drop in, beware of indulging in mirth before the children. During school examinations, no matter by whom they are carried on, the master should conduct himself exactly as at other times, and the effect on the children will be very perceptible.

Always be prepared for the work you have to do. It is certainly very unpleasant to be floundering about in a subject, only blinding the children with the spray you make. Such failings will soon lead the children to despise you, and then your teaching will be by no means effective.

If as a master you can make the children see that you are more vexed than angry when they offend, you will generally make a more favourable impression on their minds in this way than by much punishment. In all cases where a doubt exists as to the truth of the accusation brought against a child, give the child the benefit of the doubt; but remember that he was probably in the wrong, and be more vigilant with regard to him in the future. Many a time, a master, by chance, finds out some offence, which would seem to have been kept quite clear of discovery. He should never let such opportunities pass, without turning them to good account, and should impress upon his pupils the fact that he was a boy himself once, and is quite aware of all schoolboys' pranks and manœuvres. This will deter many a lad when the evil spirit Mischief would be his leader.

Be most scrupulous about keeping your word with the children. If you promise to punish them, fail not to do so, unless you have great reason for forgiving. If you tell them you intend giving a certain lesson (not stated in the time-table) at a particular time, do not neglect it; and thus, in all your doings, let your word be your bond.

16. Cheerfulness.—A master should accustom himself to study the children, and find out each one's peculiarities, as then it will be much easier to help him in the most suitable manner. Give the dull struggler a cheerful word, and the quick a word of praise. To the indolent constant spurring is the most reasonable assistance, and to the conceited a difficult question will be very beneficial; but, at the same time, be very careful not to chill any boy's ardour. To all it will be stimulus to picture before them the future as it may be, and to make them see the truth of the proverb, "Drowsiness will clothe a man with rags."

17. Favouritism.—It has often been said that a master should have no favourites. Now, to a certain extent, this is an utter impossibility; one must naturally feel a greater interest in some

children than in others. It is impossible to have the same liking for a sly, idle lad, that one has for an open, striving one. By no means, however, is it necessary, that the master should make all the children as wise as himself on this matter. There are many little ways by which a child finds that the master is pleased with him without the others noticing the fact in the least. However, avoid parading one child before the others, and so making them dislike him.

Be careful of becoming too familiar at the children's homes. An occasional visit, to make master and parents acquainted with each other, and to talk over the child's peculiarities and progress, will be productive of good ; but do, as you value your authority, be careful of being too free with either parents or children.

18. Authority.—No matter how large the school, or how efficient your teaching power, never give up the teaching entirely to others. A master should certainly be capable of teaching in a better style than any of his staff, and so they must be improved thereby as well as the scholars. Neither should the master confine his attention solely to the upper classes. As the surest way of securing a good first is to keep a good second class, so will this reasoning answer with regard to the third and lower classes. And then, again, children in the lower classes require the more skilful teaching ; and if they get such, the result will be evident when they form the upper classes. Give impetus to the young ones, and guidance to the elder. Let the latter feel their own power and capabilities, and not rely too much upon assistance. If they can be made to place a certain amount of reliance upon their own ability, they will be much more likely, and also able, to go on improving themselves after leaving school.

19. Changes in School Work.—It is advisable that a master, when taking charge of a school (especially if it be his first), should for a few days have the work of the school carried on as usual. This should more especially be the case where the late master was popular, as, in such a case, his system of teaching will doubtless be approved of by the parents, and it is not at all desirable to be at variance with them at first. Then, again,

possibly something may be gleaned from the system the late master has carried out. While the work is going on, the master should attentively note down where he thinks improvement may be made. The alterations should be made gradually, and the master should have just reasons for imagining that the change will be an improvement. It is a waste of time, and a great drawback to the progress of the school, to be continually making alterations.

20. Consistency.—A fresh schoolmaster is sure to be quizzed by the boys for the first day or two. They will, as it were, put him on his trial, and test him to see how far they may go, before he checks them, and will try to find out numerous other matters which only boys at school ever dream of or understand. It is therefore best to be prepared for this, and to go through your work as if you were merely giving out true samples of your intended future proceedings. Impress the children thoroughly with the idea that you know the duties of your office, and are intent on faithfully performing them. If you allow lads to get the upper hand of you at first, and so lose your authority over them, you will have as much trouble to regain it as one has to recover a ball which has been set rolling down a hill. You must get the children perfectly under control ere you can make a fair start. Be rather gratified than disheartened if parents complain that you are too strict, as time and earnestness will alter this idea.

At first, find out who are the lions of the school, and enlist them on your side.

V. MIXED SCHOOLS.

21. Separation of Sexes.—No one can deny that greater responsibility rests upon a master in a mixed, than in a boy's school; therefore the master must be very careful and particular. The boys and girls should be kept separate, especially at play-time. The girls should never be allowed to act as monitors, or do anything in school (such as collecting slates, books, &c.) which can be done by the boys. This precaution, in addition to ceaseless vigilance, will do much to prevent the girls attaining that bold,

forward manner, which has so frequently been adduced as the great evil of a mixed school.

22. Advantages and Disadvantages of Mixed Schools.—Of course it must be acknowledged that there cannot be that natural sympathy between girls and a master which usually exists between girls and a mistress, and this is decidedly a loss to be deplored; but, on the other hand, there can be little doubt that, as the girls receive their education with the boys, it is more solid and stable than that usually imparted in a girls' school. Nevertheless, where children abound and funds allow, separate schools should by all means be preferred to mixed ones. Of course, in a mixed school a seamstress will be provided, and it will be found to answer most admirably if she can be persuaded to take charge of the infants in the class-room, during the morning; and then the master may refer to her any cases in which it is best that a woman's decision should be given. Parents, too, will be better satisfied, thinking that some genial light will be shed on the developing minds of their daughters.

VI. TIME-TABLES.

No master would think of carrying on a school without having a time-table to work by, and such a one as should contain all directions necessary for the proper working of the school. In the time-table every subject taught should be stated, and the time allotted to each distinctly shown.

23. Special Time-Table always Necessary.—There are so many circumstances which have to be considered in the formation of a time-table—*e.g.*, the number of scholars, the size and shape of the room, the available teaching power, &c., that each master will have to suit his time-table to the special requirements of his school, and should never depend entirely upon a time-table he has previously seen, or upon one that some other person has drawn out for him. "Each horse draws best in his own collar," so each person works best according to his own plans.

24. Arrangement of Lessons.—The day's work should always begin and end with prayer. At noon, on leaving, and on return-

ing to school, grace should be sung ; and not merely at the close of the morning's work as is usual in many schools. Care should be taken that lessons relieve each other as much as possible. Of course, to a certain extent, a change of lessons is a relief ; but this object will be furthered by allowing no lessons to come together which call into play the same faculties of the children. In schools where teaching power will allow, all Scripture lessons should be given together ; and it will generally be found that no better time can be fixed than that of the first morning lesson. Where this is not practicable, the aim should be to give the Scripture lessons as early in the day as possible. A collective lesson at the close of the day is a sensible finish to the work. It merely demands attention from the children when their energy has been pretty well taxed, and sends them home good-humoured, for as a rule collective lessons are very popular with the children. Every time-table should provide a short recreation for the children about the middle of both morning and afternoon work, for then all the confusion which necessarily arises from children constantly leaving the room is prevented.

In a room 50 feet by 18 feet, writing, arithmetic, and collective lessons should be given in the desks, and reading-lessons in spaces before them. Perhaps it will not be convenient to have a separate reading space for each class. In such case, by shifing the classes that are at lessons in the desks, two spaces may be so arranged that no group of desks shall be occupied at the time a reading-lesson is going on in the space directly before it.

In a square room the desks should be devoted to writing and collective lessons, the groups of forms to arithmetic, and the open spaces to reading ; and the lessons should be so arranged that each class may occupy in succession the desks, forms, and open spaces. When the upper classes are working their arithmetic on paper, of course they must be accommodated with desk room ; but as this will only be the case occasionally, a special arrangement must be made for such times.

All classes should most certainly change lessons at the same time, and move from place to place with marching and singing, during which the monitors should make every preparation for

the next lesson by getting the boards and easels, slates, books, pens, &c., so that when the children are in their places all will be ready for work. In this way the noise consequent upon collecting and giving out will be unnoticed, being drowned by the singing and marching, and a little change also is thus afforded.

25. Variety of Work.—The work of one day in the week should be made to differ slightly from that of the others by substituting Catechism for Scripture, mental for slate arithmetic, &c. Wednesday will generally be found to suit admirably for this variation, and an agreeable break will also be thus made in the week's work.

(a.) TIME-TABLE.

For 160 Boys from 7 years old.—Master and 3 Pupil Teachers.

Section.	Class.	MORNING.										AFTERNOON.					
		9.0	9.10	9.50	10.15	10.40	10.55	11.25	11.53	12.0	2.0	2.10	2.40	3.15	3.25	4.0	4.30
I.	1.	Prayers, Registers, or at (.)										Grace and Registers.					
	4.	Home Lessons. (.)										Grace and Registers.					
	7.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
II.	2.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
	5.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
	8.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
III.	3.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
	6.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					
	9.	Scripture, M., Tu., and Th. Catechism, W. and F.										Grace and Registers.					

(a) Classes 1 and 2 { M., ... Music, Theoretical.
 3 and 4 { Tu., ... Object Lesson.
 5 and 6 { W., ... Grammar.
 { Th., ... Geography.
 { F., ... Music, Vocal.

* Classes combined—1 and 2 { M., ... Special Subject.
 3 and 4 { Tu., ... History.
 5 and 6 { W., ... Special Subject.
 { Th., ... History.
 { F., ... Drawing.

NOTE.—On Friday afternoon, from 3.0 to 3.25, Drill.

WEDNESDAY'S WORK.

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Master and 3 Pupil-Teachers.—N.B.—*No Playground for Recreation.*

AFTERNOON.

	2.0 to 2.5	2.5 to 2.10	2.10 to 2.55	2.55 to 3.35	3.35 to 4.15	4.15 to 4.25
MONDAY.	Grace.	Registers.	History, Mr. History, P. T. (1.) History, P. T. (2.) Arithmetic, P. T. (3.) Arithmetic, J. M. Arithmetic, J. M.	Arithmetic, Mr. Arithmetic, P. T. (1.) Arithmetic, P. T. (2.) Drawing, P. T. (3.) Writing, J. M. Writing, J. M.	Object Les- son, Mr. Copy-books, P. T. (2.) Reading, P. T. (3.) Reading, J. M. Reading, J. M.	Prayers.
TUESDAY.	Grace.	Registers.	Geography, Mr. Geography, P. T. (1.) Geography, P. T. (2.) Arithmetic, P. T. (3.) Arithmetic, J. M. Arithmetic, J. M.	Arithmetic, Mr. Arithmetic, P. T. (1.) Arithmetic, P. T. (2.) Dictation, P. T. (3.) Writing, J. M. Writing, J. M.	Copy-books, P. T. (1.) Copy-books, P. T. (3.) Object Les- son, P. T. (2.) Reading, Mr. Reading, J. M.	Prayers.
WEDNESDAY.	Grace.	Registers.	Drawing, Mr. Drawing, P. T. (1.) Drawing, P. T. (2.) Arithmetic, P. T. (3.) Repetition of Tables, J. M. Repetition of Tables, J. M.	Music, Mr. Map Study, P. T. (1.) Reading, P. T. (2.) Reading, P. T. (3.) Reading, J. M.	Map Study, P. T. (1.) Map Study, P. T. (2.) Music, Mr. Common Ob- jects, P. T. (3.)	Prayers.
THURSDAY.	Grace.	Registers.	History, Mr. History, P. T. (1.) History, P. T. (2.) Arithmetic, P. T. (3.) Arithmetic, J. M. Arithmetic, J. M.	Arithmetic, P. T. (1.) Arithmetic, Mr. Arithmetic, P. T. (2.) Dictation, P. T. (3.) Writing, J. M. Writing, J. M.	Copy-books, P. T. (1.) Copy-books, P. T. (2.) Copy-books, P. T. (3.) Reading, Mr. Reading, J. M. Reading, J. M.	Prayers.
FRIDAY.	Grace.	Registers.	Drawing, Mr. Drawing, P. T. (1.) Drawing, P. T. (2.) Arithmetic, P. T. (1.) Arithmetic, P. T. (3.) Arithmetic, J. M.	Arithmetic, Mr. Arithmetic, P. T. (1.) Arithmetic, P. T. (2.) Dictation, J. M. Writing, P. T. (3.) Writing, J. M.	School Songs.	Prayers.

NOTE.—Mr.—Master; P T.—Pupil-Teacher; J. M.—Junior Monitor.

(c.) TIME-TABLE.

Mixed School for 90 Children, 20 of whom are Infants.—Master and 1 Pupil-Teacher.

Class.	MORNING.										AFTERNOON.																															
	9.0	9.10	9.50	10.5	10.40	10.55	11.25	11.55	12.0	2.0	2.10	2.40	3.15	3.25	4.0	4.30																										
1.	Prayers and Registers.										Grace and Registers.						Needlework for Girls.				Special Subject, Tu. and Th. Drawing, M. History, W. and F.		Arithmetic.		Recreation.		Writing (Transcription).		Reading.		M. Object Lesson. Tu. Music Theoretical. Th. Geography. F. Vocal Music.		M. Tables. Tu. Repetition. W. Catechism. Th. Spelling Lesson. F. Vocal Music.		Appoint Home Lessons. Prayers and Dismissal.							
	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.			
2.	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	
	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	
3.	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	
	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	
4.	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	
	Scripture, M., Tu., and Th. Catechism (Repet.), F.										Home Lessons.										Reading.		Arithmetic (Mental on Wed.) Writing (Copy-books).		Recreation.		Writing (Copy-books).		Reading.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.		Arithmetic.	

WEDNESDAY'S WORK.

Class.	MORNING.												AFTERNOON.					
	9.0	9.10	9.50	10.5	10.40	10.55	11.25	11.55	12.0	2.0	2.10	4.0	2.40	3.15	3.25	4.0	4.30	
1	Prayers and Registers.	Explanation of Catechism.	Home Lessons.	Composition.	Recreation.	Map Drawing.	Mental Arithmetic.	Dismissal.		Entrance.	Girls' Sewing.	Geography.	Mental Arithmetic.	Recreation.	Grammar.	Recitation.	Dismissal.	

NOTE.—These may be united or taught as separate classes at the discretion of the master.

1880

PART II.

PART II.



METHOD.

26. Early Training.—Of the whole time during which a child is at school, no portion requires more care and attention than the first stage of its education, and at no time is the teacher's responsibility greater. At this time the foundation of all after-work is laid, and too great care cannot be taken that this foundation be solid and good. It is not necessary that the teacher of the little ones should possess much knowledge, as no scope would be found for the use of it; but he should be one who is cheerful and pleasant, and who can easily assimilate with the children; for as children understand each other very readily, all they are to be taught should be imparted to them in as simple and pleasing a manner as possible—in fact, as from a child, to a child—and thus each idea will be as it were grafted into their minds, and will grow with them as part and parcel thereof. When through old age memory begins to fail, the recollections of childhood almost invariably remain true and vivid; therefore it should be our aim so to employ childhood's days, that these recollections may be pleasing ones. The odd questions that young children so frequently ask show how busy their minds are; consequently we should as often as possible answer their questions; and by endeavouring to expand and rectify their notions, rather than by striving to force our own upon them, we shall foster their imagination and increase their conception.

27. Variety of Instruction.—The instruction should be varied as much as possible, and with the younger ones imparted mostly by means of pictures, of which the children are to give their own ideas. Sameness, cramps and eventually deforms the mind, as remaining in one particular position would eventually deform the

body. The lessons should never be of unnecessary length, and above all, care should be taken that the children be not overtaxed; for if their young minds be forced to grasp more than they are fitted to do, a very unsatisfactory result will be obtained. As their minds become expanded, so may their instruction be increased. "Line upon line, precept upon precept, here a little, and there a little," and thus steadily and surely they will be found to mount the ladder of knowledge with wondrous ease.

VII. SCRIPTURE.

28. Religious Instruction.—Of course Scripture should, and undoubtedly will have the first consideration in our schools. It never can be that the English nation will allow God's own teaching to be rudely and irreverently cast aside, or only partially countenanced, instead of holding the primary position as hitherto. It must be remembered that bare reading, writing, and arithmetic alone cannot possibly make the world wise and good. Well would it be for those who wish to exclude religious instruction from our schools were they to study Mark viii. 38, "Who-soever shall be ashamed of me and my words in this sinful and adulterous generation, of him also shall the Son of Man be ashamed when He cometh in the glory of His Father, with the holy angels." The Bible knowledge gained at school is oftentimes nearly all a child obtains, upon which to think and meditate during the rest of his life. Right cruel then it is to take even this away. Many a one in old age finds the bread which was cast upon the waters in the days of his youth, and, finding, feeds thereon. To take away this opportunity must be a crime.

29. Method of Teaching.—Scripture should of course be a daily lesson, and should, if possible, be the first in the day. In addition to its being seemly so to do, the children having their intellects fresh and vigorous will more readily grasp the knowledge imparted, and be led more easily to reap the desired benefits, than they would do later in the day. It is a good plan to take the Old and New Testament Scriptures alternately, and on alternate weeks, rather than on alternate days. Sometimes it is customary to give twice as much time to Old as to New Testa-

ment study, on the ground that the former is the more comprehensive. So far so good ; but as it is the duty of a Christian to follow Christ's teaching, we surely ought to spend half the time devoted to religious instruction, in perusing this teaching set forth for us in the New Testament.

30. Time and Subject-Matter.—As before said, in schools where a sufficient staff is employed it is decidedly preferable to have the Scripture lessons given throughout the school at the same time, because—(1.) the benefit of the early morning lesson will be felt by all ; (2.) the whole can be so much more easily superintended by the master, and the progress more exactly registered. Care should be taken that Scripture lessons be conducted with due reverence, and not as object lessons. The subjects chosen from the Old Testament, should be the lives of the most noteworthy men, studied as patterns provided for our benefit, and as forming a series of events by means of which may be traced God's dealing with the world at large, but more especially with His chosen people the Jews. Scripture narratives are written "for example of life and instruction of manners ;" and it is far more important to learn from the fact—as long as Adam continued in innocence he was happy, that sin brings misery, not only in time but also in eternity, than to remember the names of the rivers that ran through the Garden of Eden. Each narrative teaches its own lesson or lessons, which the children should be led to point out for themselves.

With the younger children, of course, the narratives must be told in a simple, interesting manner, but never as one would tell them any common story, *e.g.*, "The Idle Little Boy." Be the children ever so young, if they are old enough to follow the thread of a narrative, so, too, are they old enough to derive some benefit from it.

In Scripture lessons, and in fact in all others, too great use cannot be made of the black board. Names written will be more easily remembered, and such mistakes as calling "Isaac," "Isik," or "Lazarus," "Lazaruth," will be less likely to occur. A map of Palestine, too, should be at hand for reference, more particularly in the Old than in the New Testament lessons.

With regard to the New Testament, the life of Christ will afford sufficient matter for the teaching of the younger classes ; but with the older scholars it is advisable to make them read a chapter, or a portion of a chapter, which the teacher should then explain and simplify, that their minds may readily grasp the instruction therein contained. The Revelation of St John the Divine should be but little used among school children, being left as a matter for perusal in mature years, when their minds should be more capable of receiving such solemn predictions in a proper spirit, to their edification, and not to their hurt.

VIII. SPELLING.

31. Reading and Spelling should be Combined.—It has been said that good spelling is no credit, while bad spelling is a great disgrace ; therefore care should be taken to prevent this disgrace. Good spelling and correct reading or writing are to a certain extent so evidently the result one of the other, that it will be well to consider the subject of spelling before we proceed to the others. The old system of teaching spelling by means of isolated words, from “Mavor’s Spelling-Book,” or “The Child’s First Primer,” was very faulty. It would be just as reasonable to expect a person to become a good cricketer who spends his time in learning by heart the rules of cricket, intending to master them thoroughly, before he began the practical part of the sport. Theory and practice should be combined. So spelling and reading should bear each other company, and only those words should be committed to memory, either at home or at school, that have been used, or are to be used, in the reading-lesson ; therefore spelling should form part of every reading-lesson.

32. Transcription and Dictation.—Transcription is a great help to the progress of spelling. Children become surprisingly familiarized with the combination of letters used in the formation of words, by writing them. As a proof of this, one should, when in doubt as to the orthography of a word, write it, and it will then be shown how very quickly the eye detects an error. For this reason the system of giving children specimens of false orthography to be corrected, is most injurious, as it accustoms

the eye to see misspelt words, and so leads to bewilderment. It is nevertheless a good plan to correct blunders made by the children by means of the black board. The misspelt word should be written on the board, and beside it the word spelt correctly. The mistake will then be very evident, and, if possible, the cause of it should be pointed out by the teacher. Dictation, too, is another great aid to correct spelling, especially if, when some advance has been made, peculiarly spelt words are introduced.

With the elder children short descriptive essays and model letters are efficient helps ever ready at hand, and a few simple lessons in derivation, at least in affixes and prefixes, will do much good.

IX. READING.

33. Thoroughness in Teaching.—Next to Scripture, this is undoubtedly the most important subject usually taught in schools. It is the channel through which nearly all knowledge flows, and its value can be estimated only when we come in contact with an illiterate person. Poor and puny indeed must be the mind of that man, who has to depend solely upon others for that nutritious knowledge with which book-lore would provide him. In all subjects, though perhaps more particularly in reading, each progressive step should be thoroughly mastered before another is taken. At times difficulties most unexpected and unavoidable will arise and retard the progress of the class, but the teacher must not become faint-hearted on that account, but must sedulously determine to clear away each and every obstacle as it presents itself, be it either small or great, if he would wish the progress of the children to be real and lasting. In travelling a journey, those parts of the road where the greatest difficulties are found will assuredly be the most strongly remembered; so in teaching, or rather in learning, the greater the amount of trouble taken to correct an error, the less likely is it that the same error will again crop up.

34. Arrangement of Classes.—While reading the class should stand. No one in public would think of sitting down to read, neither should they do so in school; and beside this, it is a great

relief from sitting at other lessons, and tends to rouse the children. Open spaces should be marked out for the reading lesson, either as three sides of a square, or as the arc of a circle. The teacher's place should be within the open space, at such a distance from the children that they may be obliged to make a slight effort in order to be heard by him. The great advantage of open spaces for reading lessons is, that each child is individually placed before the teacher, and each one's reading must benefit the whole class, which would not be the case if the children are at the desks or the forms.

35. The Alphabet.—The alphabet must certainly be learnt as a necessary step. This is a dreary and tedious business, but as the learners are generally very young, it is merely a question of time, not of reason. Many plans for teaching the alphabet as an amusement have been invented, and for a time adopted. Attempting to deceive children into instruction of this kind is only deceiving ourselves and fostering laziness. Learning the alphabet is a task, and must be dealt with as such. The teacher will do more by being patient than by attempting to make it an amusement. The alphabet should be learned by rote, first forward and then backward, so that the letters may, as it were, grow into the children's memories: then they should be examined upon them promiscuously, until they can name any letter directly it is pointed out. At this stage it is a good plan to introduce cards on which the letters are printed at random, as it sometimes happens that they are remembered more by their position on the card, and with relation to other letters, than by their form.

36. Words and Sentences.—Then the formation of words should be proceeded with, thus:—Begin with “a” then add “c” and form “cat;” then substitute “r” for “c” and form the word “rat,” and “fat” by substituting “f.” Then teach the words “ran” and “man;” and these words, with the help of one or two others, may be grouped into a sentence:—“A man and a cat ran at a fat rat.” By such exercises the children will be led to understand how letters are combined, and harmonize with each other in the formation of words, which are to be named without distinctly sounding each letter. From this the children should be led on to longer and more difficult words; but care

should be taken that they are to a certain extent proficient in spoken language, which is naturally acquired at home from everyday talk. It is not the teacher's duty to store the children's minds with all the words of a language. This will result from their natural imitative power, and the teacher's business is to correct the errors in purity of utterance. It cannot be expected that beginners will be able to grasp readily words they have never before heard, by simply glancing at the letters of which the word is formed; consequently the first lessons in reading should consist of common everyday expressions.

37. Variety of Books.—With the younger children care should be taken that they do not repeat their lessons from memory, instead of reading them. It is a good plan to make them occasionally read from the beginning of the line, instead of from the beginning of a sentence; and in no case should children be made to read the same book over and over again till they begin to commit passages to memory, and lose all interest in the reading. More than one selection of reading books should be provided for each class, and when one set has been read through fairly once or twice, a fresh set should take its place. In this way the children will be made familiar with fresh combinations of words.

When a child in reading comes to a difficult word he should be made to pause, and do his utmost to pronounce it himself. If he fail, the teacher should, if possible, make him pronounce the word in syllables, and then as a whole; but if this too be a failure, a fellow-scholar should pronounce the word for his imitation.

38. Individual and Simultaneous Reading.—When the children are reading from books care should be taken that each child has a book for himself, and that the younger ones follow with their pencils the words as they are read by others—this will ensure the eye following too. From the first the child should be made to read boldly and distinctly; slowly, but not in a drawling manner. The common conversation of the teacher should be such that the children may profitably imitate it when reading. With the younger children simultaneous reading should be very generally used. The teacher should read a portion through with them once or twice, stopping the class each time a word is mis-

pronounced, and having made all the children thoroughly master the word, begin the sentence again in which the mistake occurred, and go on thus till all errors are corrected. Then the piece thus read simultaneously should be read individually, and before the close of the lesson, all that has been read in this way should be again gone through, that what has been previously taught may be thoroughly impressed on their memories. With very young children it will be necessary to have every sentence spelt through, and then read simultaneously before it is read individually ; and thus, though spelling be the groundwork, it will lead to good reading at sight. Simultaneous reading of course has defects, but still its use is highly beneficial, especially among young children, because—

- (1.) It emboldens the timid and nervous.
- (2.) It equalizes the rate of reading, improving both those who read too fast and those who read too slowly.
- (3.) It generates distinctness of utterance and correctness of pronunciation ; for as each child usually endeavours to read as loudly as his neighbour, all errors can be very easily detected.

With simultaneous reading it is more often necessary to restrain the ardour of the children than to urge them to speak out.

The first reading books should not consist too much of short isolated sentences, but should contain true and lively stories, that the interest of the children may be kept up throughout the lesson : and those lessons with the contents of which the children are most familiarized will assuredly be the best read. As progress is made, and more difficult lessons are introduced, simultaneous reading should, to a certain extent, be dispensed with, though never totally set aside ; for it cannot be denied that it does tend to destroy independent effort ; and with elder children individual exertion is what is to be aimed at. After each child has read, he should be made to close his book, and spell some word chosen by the teacher from the piece just read. If unable to spell it correctly at first, he should be made to find the word, and having well looked at it, to close his book and spell it more than once. By this plan he will become familiarized with the word, and it will be fully impressed on his memory ; and something will have

been done, if only one word is learnt by each boy during a lesson.

It is decidedly objectionable to give reading lessons from the Bible; for the probability is, that by so doing the respect and reverence for the Word of God, which Christian children should possess, will be destroyed, and the Bible itself regarded only as a common reading book. When a Bible lesson is being given great benefit will be derived if the children are allowed to read the portion concerning which they are being instructed. They will then be able to apply the explanation given, and in after years many of the comments made by the teacher will be brought to mind by the perusal of these portions. Thus, too, will Christ's command "to search (not merely read) the Scriptures," be obeyed.

39. Importance of the First Lessons.—The time that should be devoted to reading is often occupied in discussing grammar, analysis, and the subject-matter of the reading-lesson. It is well to dispense with this plan as much as possible. Provision should be made in the time-table for grammar and object-lessons, so that the reading may not be hurried for the sake of these lessons. Spelling, for reasons before stated, should form part of all reading-lessons, and the explanation of difficult words is often not only expedient but necessary, but should not be carried to excess. Most of the faults in reading are acquired during the first lessons; therefore the reading of the younger children should be entrusted to a careful teacher, and not necessarily to the youngest. In the upper classes, too, the reading-lesson should be conducted by the best reader, as he ought also to be the best teacher of reading.

40. Errors to be Avoided.—The teacher should frequently read to the children, in order to afford them examples of what their reading should be. The children should understand what they read, and endeavour to give the meaning of each sentence, as well as the correct pronunciation of the words. Children too frequently get into a monotonous, gabbling style. When such is the case they should be stopped, and made to answer some simple question—*e.g.*, what their name is, or what they are reading about—and then they should be made to read in the same

tone in which they answer, and just as deliberately. Inflection of the voice should be more stringently attended to among the older ones, as with them the mechanical part of the reading ought to be mastered. Good expression can be obtained only by practice, and very few rules can be given, except such as,—

- (1.) The more prominent and important words should be strongly emphasized.
- (2.) The voice should be lowered at periods, colons, semicolons, &c., and elevated at a note of interrogation.

Care, however, must be taken that the children do not get into a pedantic, affected style of reading, as such is very irksome to listeners.

Provincialisms should be eradicated, not only in reading lessons, but also in repetition and in talking. Whenever in the teacher's hearing a word is mispronounced, he should correct the blunder, and so by continuous reminding many errors will be overcome.

X. WRITING.

Script characters are used that we may the more readily transmit our thoughts and ideas to others, and therefore they should be carefully taught. As writing is a more really mechanical task than any other included in school teaching, it is the one usually the most successful. Many a one can write words which he is totally unable to read, after he has written them. Consequently, it is a good plan always to make the children read what they have written. Writing should be first taught on slates, then in copy-books, and afterwards dictation should be resorted to.

41. First Lessons.—Writing should begin and keep pace with reading. As much practice is required in the first lessons, it is advisable to use slates in preference to paper. Yet paper work should be introduced much earlier than is usual in our schools; for, as most of the children, after they leave school, will seldom write upon anything but paper, it cannot be wise to allow writing on slates to be the chief work done during writing lessons.

The first exercises should consist of strokes and turns, at which the children should be kept until they are able to make them well, as this is decidedly the foundation of good writing. A child who can make a bold straight stroke and a graceful curve is likely to become a good writer.

42. Letters.—Of the letters, those which consist principally of curves, as *c, n, m, w*, should be taught first, then letters with strokes and curves combined, as *d, h, p*, &c. Care should be taken that each letter be begun at the right place; otherwise it will be impossible to have well-shaped letters. When the children are able to form the letters well, they should write on their slates any letter named by the teacher. They may for the first few lessons have the alphabet written on the board before them, to which they may refer; but afterwards they should be able to write them as soon as they are named without any reference. The next step should consist of exercises in which two or more letters are joined, such letters as *w, v, l, x* being very carefully attended to. The teacher should be a good writer, and every copy set should be such, that the nearer the child imitates it, the better letters will he make. Every letter should be made nearly or quite as large as text-hand. For this purpose the slates should be ruled, and the children taught to make use of the lines when writing. Whether the children write small or text-hand, errors will most certainly abound, but it is much easier to detect them in large than in small writing; and then, again, a child who can write a good text-hand must necessarily form his letters well, and so will be much more likely to write a good small hand than one who has been used to make small cramped letters.

43. Words.—The next advance should be to copies of words. If the copies are set on slates, it is a good plan to place a small mark at the point where each letter is to be begun, and to make the children trace over the copy with their pencils before they attempt to imitate it. Then easy transcription lessons should be introduced; but here the attention of the teacher must not be relaxed on the ground that the child is able to form all the letters well. So many fresh combinations of letters are brought into use, that a continual watch must be kept over the exercises.

44. Position of the Body.—A child, when commencing to write in copy-books, should be placed at a slightly-sloped desk, of a height suitable to his size, and should be supplied with a good pen and good paper. Bad tools and bad materials tend to make bad workmen. The child should not sit square with the desk, but should turn his body slightly to the right, so as to form an acute angle with the desk, and his left arm should be placed upon the desk in such a position that his hand may steady the paper written upon.

45. Holding the Pen.—The pen should be held firmly, though easily, between the thumb and first two fingers, so that the second finger is at the side of the pen opposite to the thumb. The wrist should be a little turned, so that by pressing the pen against the under part of the fore-finger knuckle, a straight line in continuation of the inclination of the pen would pass directly over the right shoulder. The thumb and fingers between which the pen is held should be slightly bent, that freedom of motion may be obtained. The right arm should be kept almost close to the side of the writer's body, and not be stretched along the desk. By all means, the children should be made to keep their head away from their left arm, and also at a reasonable distance from their copy-book. Inked fingers, the natural result of holding the pen too near the point, should be considered a black mark in more than one sense. Beginners should be made to sit at the desk properly, and to hold their pens in the right position, before being allowed to make a stroke.

46. Copy-Books.—The best kind of copy-books are those on which the copies are set in pencil-coloured ink, so that the children have to trace over each letter before proceeding to imitate it, of which kind many are now published. At first, it will be found useful to guide the child's hand, but it should be only guided, not actually moved, by the teacher. It will also be found useful, occasionally, to pencil some portion of the copy, in addition to the heading in the book, especially those letters which the child does worst. The letters should be properly sloped and joined from the first, and both letters and parts of letters should be at equal distances from each other.

One great point to be aimed at in this stage is cleanliness,

which will be the result of care. A clean, correctly-written copy will be much more creditable than one disfigured by corrections and blots, although the actual style and formation of the letters may be much better in the latter than in the former case. We cannot expect that every child will possess sufficient steadiness of nerves and correctness of sight to enable him to become a first-class writer, but all who persevere will be able to write legibly and decently.

As the children advance, errors will still frequently present themselves, and should be as frequently cleared away. Fast writing is to be guarded against; therefore it is a good plan to make the whole class begin each line, and, as nearly as possible, finish it together. Those children who use copy-books should write in them every day, and the teacher should be very scrupulous in allowing exercise-books to supplant the copy-books among the elder lads; for the longer a boy continues to imitate copies, even after he can write fairly, the more correct and pleasing will his writing afterwards be. A good bold school-boy's hand should be adhered to until nothing short of proficiency is arrived at, and then a current hand may be taught. Among the upper classes the advanced numbers of Vere Foster's copy-books may be used with advantage, as the copies in these books are superior to those usually provided.

47. Letter-Writing.—Letter-writing to imaginary friends should form an occasional exercise. The facts to be mentioned in the letters may at first be stated by the teacher, but the exercise of personal thought should be encouraged. If possible, business letters should be occasionally placed in the hands of the elder children, to be read and answered by them. Many lads, when they leave school, are much better able to write than to read a letter, but as, in every business, both acquirements are necessary, they should be attended to at school. When freehand drawing is taught, its effect on the style of writing will be very evident.

48. Dictation.—This stage, consisting of dictation-writing, should begin long before the children can be called proficient writers, but it should not be commenced before their orthography is pretty good. If children pass too soon from transcription to dictation, the number of mistakes to be corrected

and learnt will be too great to allow the intended benefit to be derived.

The piece dictated should be a portion of the last reading lesson. It should be moderately short; five or six lines at one time will be quite sufficient. The teacher should first read the piece to be dictated, in a plain, audible voice, and should then proceed to dictate slowly a few words at a time. With the young ones the stops must be dictated as they occur, but the older scholars should mark them according to their own ideas. When the whole piece has been dictated, each child should have his mistakes marked that he may correct them. A good plan is, to make the children on the first and third seats pass their papers to the left-hand, and those on the second seat to their right-hand neighbours, the spare paper of the first seat being taken by the right-hand boy on the third seat; while those boys who are without papers on the first and second seats take the spare papers of the second and third seats respectively. By this plan, at the order, "Pass papers," each takes the paper of the boy on one side, and passes his own to the boy on the other side of him simultaneously. Then the teacher should proceed to spell each word in the piece dictated, the children at the same time following him on the papers before them, and underlining each misspelt word. Then the papers should be returned to their respective owners, who at once write out correctly the mistakes that are marked. It is a good plan (especially where the preparation of dictation is a home task) to allow a certain number of mistakes—*e.g.*, three—to be written out at once; those who exceed this number having to write the surplus after school-hours. While the misspelt words are being corrected and written out, the teacher should go round the class and see that no mistake has been overlooked, and that the writing is creditably done. A lad continually failing to mark all the mistakes in his neighbour's dictation, should be made to write them out in addition to his own, and he will soon mend his ways. Sometimes it happens that some write the piece dictated without making any mistakes. These, while the others are busy, may profitably employ their spare time by transcribing, in text-hand, on slate, from their reading books, as should the others also

when they have corrected their mistakes, till all are ready. Every spare moment of a dictation lesson should be devoted to transcription.

Occasionally, in dictation lessons, short sentences should be given which contain irregularly spelt words—*e.g.*, words similarly sounded, but differently spelt—"blue" and "blew," "rite," "right," and "wright," &c. These exercises sharpen the lads, and interest them too.

Before the school closes at Midsummer and Christmas, each boy should write to his parents a holiday letter, which should be written as carefully as if the holiday depended upon it. No letter should be passed by the master unless it is a really good example of the boy's writing. These letters, preserved at home by the parents, will serve as registers of the lad's progress in one very important branch of his studies.

XI. ARITHMETIC.

In most of our schools arithmetic is the subject in which most failures occur. This can be remedied with care.

49. Numeration and Notation.—The children should first become acquainted with the forms of the figures, then they should be taught to group them into tens, on slates or black boards, after which they should proceed to add and subtract numbers mentally—units only at first, higher numbers afterwards. The idea of abstract numbers cannot readily be grasped by children, therefore it is advisable to make the numbers tangible by calling to aid the numerical frame or the use of their fingers. Every step should in its turn be thoroughly mastered, and all sums should be dictated, great attention being paid to the notation, to which one lesson each week should certainly be devoted.

Some would teach simple and compound rules at the same time, but this generally ends in a muddle, and it is decidedly easier to teach them separately; but no rule whatever should be proceeded with till the children can add and subtract numbers mentally.

50. Addition.—In this rule the benefit of the mental work

will be felt, and also of the notation lessons. The children should be made to understand the relative positions of units, tens, hundreds, &c., but with this warning, that in working the sum each figure in its turn is to be reckoned as a unit. As each line is added up, the result thus obtained should be placed on any spare portion of the slate, that the child may correctly choose the unit—the figure to be placed under the line just added, while the other portion of the number, if there be any left, is to be carried on to the next row of figures. After a little practice, the pupil will know, as it were, instinctively, which figure is to be put down and which to be carried; and until this is the case no fresh rules should be introduced.

51. Subtraction.—In this rule, also, the mental work previously gone through will tend greatly to facilitate progress. The system of borrowing and repaying, continually carried on in these terms, should be carefully and clearly explained to the children, making them see that though we borrow 10, and apparently pay to the next figure only 1, we really pay 10; for the 1 we carry being added to a figure ten times as valuable as that for which the 10 was borrowed, counts not as 1, but as 10 times 1, which is 10, and so the repayment is just.

52. Multiplication.—The children should be led by easy examples to see that multiplication is really a short method of doing addition. No better example than the multiplication table can be found—the children will readily see that $4 + 4 + 4 + 4$ and 4 times 4 are the same. Of course the multiplication table must be committed to memory, and the repetition thereof, while the children are marching from class to class, at change of lessons, will help to impress it more strongly on their minds. It is a good plan at first to have that portion of the tables which will be required in the sum written down either on the slate or the black board, that reference may be made thereto, till practice has brought a degree of certainty and stability, and then the child should be left to his own resources. This plan may be adopted occasionally in the following rule if necessary.

53. Division.—This should be shown to be a short way of doing subtraction. The first sums in short division (which is a preparation for long division) should end without a remainder,

and the first sums in long division should have as a divisor a number of which the figure in unit's place is less than in the ten's place. Thus 61 in preference to 16.

If these four rules be thoroughly mastered, the others will appear much easier, for these form the foundation upon which the whole system of arithmetical calculation is based. At every fresh step explanation should precede practice; for if the child can see the reason for all that is done, so much the more likely is he to remember how to do the sum correctly. Thus, in reduction, each step should be made quite clear to them, so that the too frequent question, "Must I multiply or divide?" be not heard.

54. Practice.—In practice the aliquot parts being the most important portion of the sum, should be well known, and some competency arrived at in resolving a number into factors as aliquot parts before the actual working of a practice sum is commenced.

55. Fractions.—In fractions, the system may be easily made clear to the children's minds by breaking a tile or tearing a sheet of paper into a number of parts, of which whole each part is a fraction.

56. Proportion.—In proportion, and most of the following grades—interest, discount, &c.—the old-school rules should be dispensed with, and a reasoning system introduced instead: and so the old puzzle, which should be the first, and which the second term, will be for ever shelved. Take, for example, this sum:—

"If 7 men mow a field of corn in 4 days, how long would it take 2 men to do the work?"

To divide the sum into "data given" and "question asked" will be the work of a moment. Then, I., commence with the given data, arranging the statement so that "the time"—the subject of the answer—shall form the last term. II. Substitute 1 for the first number—then as 1 man will do 7 times as little work as 7 men, he will take seven times as long to do the whole of the work = 7×4 . III. Introduce the number 2, upon which the question hinges. Substituting this for the 1, it will be readily

seen that this will make the time in which the work would be completed half-as long as when one man undertook it :—

- I. 7 men mow the corn in 4 days.
 II. 1 man mows „ 7×4 days.
 III. And 2 men mow „ $\frac{7 \times 4}{2} = 7 \times 2 = 14$ days.

This plan of reasoning can be applied to so many different sums, that it is ever useful and ever sure. Its simplicity and general use must render it superior to the old rule.

In all cases where a child is able to work without assistance help should, to a great extent, be withdrawn, and so by cultivating a due habit of self-reliance, the probability that he will pursue his studies when away from the influence of school and schoolmaster is greatly increased.

57. Mental Arithmetic.—Mental arithmetic will be found very useful, and will help the slate arithmetic considerably. A few rules may be taught, but the majority of the questions should be such as to promote originality and invention.

XII. GRAMMAR.

58. Common Errors.—Grammar is usually the dullest and most oppressive lesson, both for teacher and scholar, simply because the system by which it is taught is faulty. Grammar should be, and when properly treated is, one of the most interesting subjects we can study ; but as a good joint of meat, when badly cooked and served up, causes the eating thereof to be rather a task than a pleasure, so grammar, when taught in an uninteresting, unattractive style, becomes the bane of the schoolboy's career. In most cases a text-book is put into the pupil's hand, and he is expected to learn by heart a number of rules and definitions garnished with numerous observations and exceptions, before he is considered competent to apply himself to the pleasant part of the lesson, searching out the beauties of our language. To set a boy to learn the whole of the rules and observations contained in an arithmetic, before he was allowed to work a sum, would, with sound reason, be considered the height of imprudence.

59. **How Grammar should be Taught.**—The imprudence of the system with regard to grammar is undoubtedly equally great. As each rule or definition is learnt, its application should be perfectly understood. But by far the more sensible plan is to learn from some common correct expression that certain rules and regulations are followed, then to express these rules in suitable words, and state the grammatical terms usually applied. Thus, taking a common understandable sentence, "The good lad obeys willingly," first write on the board the word "lad," and ask the children what they understand by this word, and they will undoubtedly tell you "a boy." Then make them understand that all words used to represent objects, persons, or places, are called names or "nouns," and that all names are nouns, and *vice versa*. They should then give the noun for each object in the room—*e.g.*, desk, board, map, &c. By asking them the noun or name of many other articles, or of persons, they will be led to remember that a noun is a name. The fact that in grammar we deal with words and not objects must be impressed upon the children, and therefore, that it is not the "lad" that is the noun, but the "word lad."

To this word "lad" should now be affixed the word "obeys." When asked what they understand by the word "obeys," the children will tell you "something the lad does," or "what the lad does." Then other words should be substituted for "obeys"—*e.g.*, learns, runs, eats, talks, &c., all of which signify "a something done." Then tell them that all words that "denote something done" are verbs. Certain nouns should now be selected by the teacher to which the children are to join some verb, and then they should be required to name some noun and verb combined.

The sentence should be next enlarged by prefixing the word "good," and the children will readily see that the word "good" tells us something about the lad, and as the word "lad" is a noun, the word "good" tells us something about the noun. By telling them that "ad-noun," or "adjective" is the name given to the word that "qualifies," or "tells something about" the noun, and by multiplying examples, they will have been taught what an adjective is. In a similar way, by prefixing "the" and adding "willingly," the scholars will be led to comprehend what articles and adverbs are; and by dealing in like manner with the

other parts of speech, the groundwork of grammar will be completed in an interesting and sensible style. It should be remembered that the greater the number of examples used the more effective will be the lesson.

60. Parsing.—When parsing a sentence, the children should be taught to mark first all the nouns, then the verbs, adjectives, adverbs, pronouns, &c., thus rendering each word by its grammatical name; then having stated to which part of speech each word belongs, it will be much easier to see the relation the words bear to each other, than it would be were we to parse fully each word as it stands in the sentence, and thus the remainder of the work will be made much more simple.

61. Analysis.—Almost side by side with the first lessons in grammar “the analysis of sentences” should be taught. There is no cogent reason why this should be delayed till considerable advance has been made in the rudiments of grammar, and grammar and analysis assist each other so very much, that this alone is reason sufficient for their combination. Analysis will do good in connection with reading; for a child who can analyse a sentence will much more readily understand its meaning, and so be able to read it correctly.

XIII. GEOGRAPHY.

This is generally a favourite subject with the children, and so should be expected to succeed well.

62. Local Scenery.—The first lessons in geography should be given without the aid of a map. The children should be led to describe the surrounding country, noticing the hills, plains, rivers, sea-coast (if any), lakes or ponds, vegetation, climate, towns, villages, productions, &c., and should then be told that this is the geography of the district; and they will readily see that what they would consider the description of a district is really the geography of it, and they will easily remember from this their first lesson that geography is a description, either of the earth as a whole or of some part of it. The children should then be led to fancy each hill they have spoken of increased to a mountain, each stream to a river, each village to a town, &c., and thus the

geography of a more extensive country will be laid before them. The teacher should then teach the cardinal points; and the position, with reference to the schoolroom, of every object before mentioned should be found by the children. As the words mountain, river, country, island, peninsula, and other geographical names are mentioned they should be defined, simply and clearly, each being thoroughly committed to memory before the next is spoken of.

63. Maps.—The teacher should next draw on the black-board the outline of any country, not necessarily correctly; for if it be quite an imaginary country it will answer the purpose quite well, and then fill in the map with rivers, mountains, towns, &c., so that the knowledge already acquired may be made practical. Next a map of the schoolroom should be drawn on the board, then of the village, or a portion of the town, and afterwards of the surrounding district. The children will, when asked what such sketches are, say pictures of the schoolroom, village, &c.; and from this they should be made to understand that maps are pictures, either of the world or of portions of it.

64. Physical Geography.—Next a map of the world should be introduced, and, if possible, a globe also; but when the latter cannot be obtained, a large ball or an orange will answer the purpose required. The earth should then be described as a globe or sphere, and the children should be told that the map before them represents the globe or sphere divided into two parts, called “hemispheres,” *i.e.*, half spheres, as semitones and semicircles are half-tones and half-circles respectively. By cutting an orange in half, and placing the flat sides against the board, this will be greatly simplified. It will be found advantageous at this stage to select as subjects for several object-lessons—

- (1.) “The globe we live on,” in which lesson the terms axis, poles, equator, zones, latitude, longitude, and meridians may be defined and explained, and the natural divisions of the earth’s surface into land and water spoken of.
- (2.) The sun and moon.
- (3.) The motions of the earth.

Then occasionally, in turn with other subjects, "tides," "eclipses," &c., should be explained. It will be found better to treat these matters as object-lessons than to introduce them into the geography lesson; while, at the same time, the teaching of geography can scarcely be carried on successfully if they have not been discussed.

Proceeding with the geography lesson, the children should be led to mark the distribution of the land and water over the earth's surface, and to see that each is divided into five parts,—the land into continents, and the water into oceans. In committing the names of the continents and oceans to memory, the relation of each to the other should be learned. Thus:—Europe, north of Africa; Asia, east of Europe, &c. The terms physical and political should be now explained and applied to the map.

65. Political Geography.—The map of the world should now be replaced by a map of a continent or country, as details will be more profitably entered into with regard to portions of the world than with the whole of it. The map generally chosen to follow that of the world is Europe. The first step should be to compare the size of Europe on this map with its size on the map of the world, and to explain the reason for the difference. In teaching the geography of a country, the physical features should be studied first, and then the political. Everything should be made as interesting and simple as possible. In connection with each country something should be told which will tend to fix it in the memory, and also with regard to mountains, rivers, towns, &c. Isolated details are most uninteresting and soon forgotten. When we are speaking of the relative positions of countries, it will be found a good plan to give also some idea of the approximate distance from our own country. (Some such work as "Nelson and Sons' Junior Atlas, No. 1," will be a great help to the teacher.)

Before proceeding to the geography of Asia, or either of the other continents, it will be quite as well to turn our attention to our own country. This will be the most interesting of all the geography lessons, and should be very carefully given. The size of our country in comparison with other countries of Europe

should be noticed at the commencement of the lesson. As this is our native country, its extent and population should be committed to memory ; and this map should not be replaced by another till the children have become familiar with the mountains, rivers, counties, towns, &c., and also with the importance and the reason of the importance of each.

66. Map-Drawing.—When commencing map-drawing, the teacher should as rapidly as possible sketch the outline of the country—say England—on the board, in the sight of the children, and then let them imitate it. During the first attempts at map-drawing the children should have a map to which they may refer, and should receive great assistance from the teacher ; but as improvement is made they should be left entirely to themselves, and be required to draw the maps from memory. No map should be considered well drawn which does not show the parallels of latitude and longitude.

After having studied a map a certain time, the children should draw it from memory, and write a description of the country or countries it contains.

Descriptive voyages are very interesting, and afford such scope for the communication of knowledge, that they should be more frequently resorted to than they are.

As each continent is brought before the children, our colonies should be pointed out, and described with some degree of minuteness.

XIV. HISTORY.

67. How to Teach History.—The old idea that to place in the hand of the child a text-book on “The History of England,” and to make him learn it by heart, was teaching him the history of his country, was quite a mistake. As an exercise of the memory it was reasonable enough, but to teach history by this plan cannot be sanctioned, any more than it could be to have a series of object-lessons committed to memory. A good text-book should be chosen, from which the children should read a portion at each lesson. Then the teacher, having previously prepared the subject, should carefully explain and enlarge upon the vari-

ous incidents as they are mentioned. Uninteresting matter should receive but slight notice; but the progress of the country with regard to civilization, commerce, religion, habits, and customs, &c., as resulting in our present state and condition, should be very carefully dealt with.

To endeavour to force a great quantity of dates upon children will make the lesson irksome and unpleasant. Of all the plans devised for the purpose of committing dates to memory, perhaps the most successful is that in which the events and their dates are arranged in rhythmical lines. But it must be borne in mind that the only educational value of dates is to localize and fix in the memory events regarding which the pupil has been fully instructed.

68. Landmarks of Progress.—Certain events are, as it were, “landmarks of progress” in our history, *e.g.*, the conquests of our country by (1.) Romans; (2.) Saxons; (3.) Normans; Magna Charta; the Wars of the Roses; the Reformation; the Gunpowder Plot; the Civil War; the Commonwealth; Peninsular War, &c., &c. These should be minutely narrated, until the children are pretty well familiarized with them. Above all, the history of the present time should be very carefully studied.

In each lesson given on any historical event, three principal headings should be generally used:—viz., I. The Cause; II. The Event; III. The Result.

XV. MUSIC.

69. Theory and Practice to be Combined.—Singing in school cannot too highly be lauded, so numerous are the benefits accruing thereto. To say that it enlivens the school-life, and elevates and improves the children’s taste, is only partially praising it. In teaching the theory of music, either the “sol-fa,” the “tonic sol-fa,” or old notation is used, according to the teacher’s own discretion. Each system has its merits and demerits; but as all are found to succeed, it matters little which is used, if the children profit by it. The great object is to combine theory and practice, and the system that will insure this cannot be radically wrong. Time and experience will prove which of them is the preferable.

It is unnecessary here to discuss the arguments adduced in support of each system ; it is sufficient to recommend the teacher to adhere to the one he possesses the most thorough knowledge of.

XVI. OBJECT LESSONS.

70. Subjects for Lessons.—Object lessons improve the minds and reasoning faculties of the children as much as, perhaps more than any other lesson. These lessons should be regulated by the peculiarities of the district ; but in all schools animal and vegetable life, articles of food, and natural occurrences, should furnish subjects for study. The more common the object, the more interesting and useful should the lesson be.

71. Mode of Teaching.—The teacher should never fail to prepare his lesson well beforehand, and have it, as the saying is, “at his fingers’-ends.” The subject-matter of the lesson should always be arranged under various heads, that no portion may be either omitted or repeated. Each division should be enlarged upon in its turn, and the teacher should not pass to the next division until the children’s answers prove that they have grasped the information he has been endeavouring to impart. At the close of the lesson, a general questioning impresses more firmly on their minds what has been taught, and also affords a thorough test of the success of the lesson. The black board should be very freely used in these lessons. The headings of the lesson should be written upon it, as well as all names and difficult words. Simple drawings required as illustrations should if possible be made upon the board, provided they can be done quickly. While the teacher is at the board, either drawing or writing, he should still keep up the attention of the children ; for as soon as his back is turned, and the lads have nothing to listen to or think about, they will most certainly provide themselves some amusement, to the teacher’s great annoyance.

72. Illustration.—The subject-matter should be imparted distinctly and vivaciously, but not as a means of creating mirth. Continual roars of laughter may be essential to the success of a stump oration, but not of an object lesson. All important illustrations should be prepared beforehand, and should be used as

often as required. Anything likely to be misunderstood should if possible be made quite clear by means of an illustration. Thus, if in a lesson a "square inch" is mentioned, it would be well to have a piece of wood cut to the size of a square inch to show the children. This will be found to make the matter more clearly and readily understood than any amount of description. Care should be taken that the questions are suited to the subject under consideration, and guessing questions, *i.e.*, questions which elicit merely the answer "yes" or "no" should be avoided.

It is a good plan to ask at the commencement a few questions upon the last object lesson, and to lead the children from it to the lesson about to be given.

If during the lesson the children should give tokens of inattention, they should be made to stand, go through their exercise, and then sit again; but this will seldom be the case with a good teacher.

XVII. HOME LESSONS.

73. Subjects for Home Lessons.—In a well-conducted school home lessons will always be appointed, and a certain time will be apportioned during the morning's work in which to hear and examine the work prepared on the previous evening. It is certainly desirable that the children should buy their own lesson-books, as it is an endless expense to provide them out of the school fund. It is a good plan to lead up to this by lending each child a book from which some lessons are to be prepared at home—for instance, a class reading-book, and when the books thus lent are worn out, it must be understood that they cannot be replaced unless the children pay for those they receive. As a rule, parents having witnessed the good result of home lessons will pay for the books without demur. In appointing home lessons some regular plan should be adopted. The following are fitting subjects:—spelling, repetition, tables, sums, preparation of Bible, and dictation lessons; but it is not requisite that all should be set each night. An alternate system can easily be arranged. The master should be very careful to have the lessons heard each morning, as the children will most certainly be careless if he is. Although

not essentially a home lesson, copy-book writing may be classed among the subjects above enumerated. The copy-book is frequently one of the parents' registers, wherein the progress of the child is noted. Therefore it is an act of policy to have the copy-books taken home, and about two lines written each, or each alternate, evening; for if the parents can be led to acknowledge that progress is being made, they will most undoubtedly lend the master their aid, as far as seeing that the home lessons are duly prepared, and this will be a great help.

Children coming to school with lessons unprepared must be made to prepare such lessons either at play-time, or after school hours, or, if necessary, at both times.

XVIII. NIGHT-SCHOOLS.

Of late years, during the winter months, in many National Schools, night-schools have been carried on with even greater success than was anticipated. Many a youth who has felt the want of that education which, from some cause or causes, his younger days did not secure for him, has availed himself of the opportunity for improvement thus offered, and has had cause to be thankful for the result.

74. Difficulties of the Teacher.—It is no slight matter to undertake the teaching of a class of lads who in many cases do not understand the necessity for order and discipline, and only those who have actually undertaken the work know what a task it is. There is, however, a bright side to the picture, and great is the teacher's gratification when he finds that the lads are really making progress, and so are not only storing up for themselves a treasure, the value of which will become evident in future days, but are also unconsciously becoming better members of society. Those who undertake the duties of a night-school must face the work with all the energy and patience at their command. It is not to be expected that the discipline and seemliness of the day-school will be obtainable, and the teacher must make great allowance for his scholars. He must remember that—

- (1.) The days of school restraint have in a degree passed with them.

- (2.) The time during which they are with him is so short, that they cannot possibly be brought thoroughly under command.
- (3.) Lads meeting their comrades in greater numbers than is usual will naturally find a jovial spirit generating among them; therefore, certain boyish freaks, bursts of hilarity at ridiculous mistakes, and a little noise, must in a measure be endured, though very irksome to the teacher.

The object is to keep the lads at school as long as possible, that some real good may be derived; consequently, harsh treatment should as much as possible be avoided. The teacher's manner should, however, be determined and unyielding, and should impress the scholars with the idea that what is said is meant; but, at the same time, he may be affable and pleasant with them. Really riotous, trouble-giving lads should be warned that if they do not improve they will be turned away from the school; and they should be impressed with the fact that thereby they subject themselves not only to a great loss, but to a still greater disgrace. If, however, this does not produce the desired effect, they should be sent away. A little weeding greatly improves the remnant, and those sent away would, if they were to remain, gain little good themselves, and would undoubtedly hinder the others. If the scholars see that the master is really interested in their progress, and is doing his utmost for them, they will gradually bring themselves to respect and endeavour to please him, and then matters will go on more agreeably. Ever so slight a hold gained upon them will gradually increase, and make them more tractable and teachable.

A plan found to succeed in improving the tone of the school is, to employ about ten minutes at the close of the evening's work (conditional upon their good behaviour) in reading something interesting to them. Extracts from "Nicholas Nickleby," "Oliver Twist," "Tom Brown's School Days," "Eminent Men," &c., will answer the purpose admirably, without gendering any idea not desirable, and will send them to their homes improved and pleased. Should, however, any of the lads grievously

transgress during the evening, the reading should be dispensed with for that meeting; and if an improvement is evident at the next meeting, the plan will have proved itself successful.

75. Arrangement of Classes.—At most evening schools it is impossible to do more than select some Bible character for perusal, and then devote the rest of the time to reading, writing, and arithmetic. As the master is generally without help, the following arrangement of lessons may be adopted :—

$$(1.) \left\{ \begin{array}{ll} \text{Class I. Reading, Writing,} \\ \text{,, II. Writing, Reading,} \\ \text{,, III. Writing, Reading,} \end{array} \right\} \text{Arithmetic.}$$

Or,

$$(2.) \left\{ \begin{array}{ll} \text{Class I. Reading, Copy-books, Dictation,} \\ \text{,, II. Copy-books, Reading, Transcription,} \\ \text{,, III. Transcription, Copy-books, Reading,} \end{array} \right\} \begin{array}{l} \text{Arith-} \\ \text{metic.} \end{array}$$

It is found convenient to have all the scholars summing at the same time, as it is almost impossible to attend to reading and arithmetic lessons together. In time-table (1.) the II. and III. classes have their reading-lessons at the same time, which can be managed thus :—Class II. is required to look over the piece selected for the reading-lesson, and learn some spelling, while Class III. is reading; and then Class III. write out and learn spelling while Class II. is reading—each class reading first on alternate evenings. In (2.) only one class is reading at one lesson; but of course each lesson must be somewhat shorter than by the preceding arrangement. The teacher can easily attend to reading and writing lessons at once, with the exception of dictation; therefore the most competent lads should in their turn dictate the piece selected by the teacher, at the same time copying it on their slates, and then the teacher can mark the mistakes while the other class is learning spelling, and while the mistakes are being corrected and written out the reading lesson should be resumed.

The teacher should be very careful never to get out of temper, be the provocation ever so great. All unpleasant matters should

be settled as quickly and easily as possible, and then when all has blown over, and the work is going on pleasantly, the offenders should be reproved for their misconduct, and as they will probably have cooled down, the reproof will have the more effect. At the same time, the teacher should make it apparent to all that he is greatly vexed when they misconduct themselves, and that his work is rendered very unpleasant by their behaviour. If they have any respect for him, they must see that they have been foolish and unkind, and may probably be more careful in the future. But losing one's temper, and resorting to bullying, would be like putting a piece of new cloth upon an old garment—likely to make the rent worse.

APPENDIX.

INSTRUCTIONS TO INSPECTORS ON THE EXAMINATION OF CHILDREN IN PUBLIC ELEMENTARY SCHOOLS.

EDUCATION DEPARTMENT, 8th May 1871.

STANDARD I.

Reading.—Using the book in which the class has been taught to read, each child may be tried in *two* or *more* places in the book. This has been done rapidly in some cases thus: All the children in the Standard are formed into a line according to their places in the schedule, and not having anything in their hands but their slates, on which they have done their sums and transcription, they pass the Inspector one by one; as each comes up he hands his slate to the Inspector, who gives him the book open, and points where he is to read; while listening to the reading, the arithmetic and writing can be marked on the schedule; the Inspector turns rapidly over a few pages of the book, and the child reads again; he then gives back the book, takes his slate, and goes to his place, while the next child comes up, gives his slate, and is dealt with in the same manner.

Writing.—The writing, which in this Standard will generally be on slates, should be chiefly judged as *handwriting*, and the handwriting and correctness of transcription and dictation should jointly determine a *pass*. They ought in this stage *both* to be satisfactory in order to pass.

Arithmetic.—It is best to dictate the sums; if the children

are too close together for satisfactory examination, two sets of sums should be given alternately, so that each child's neighbour may have sums different from those which he has himself. When cards are used this trouble is avoided, but numbers printed in words, and not in figures, are likely to puzzle the younger children in this Standard, and looking over the sums is more tedious. The results of two sums in addition and two sums in subtraction may be easily carried in the memory, and no more are wanted for the dictation of a double set.

No mechanical devices, however, will stop dishonest practices on the day of examination, in a school which has not been carefully and honestly taught throughout the year. An Inspector will be justified in recommending a reduction of the grant to, a school in which the children are found to have copied from each other.

STANDARD II.

Reading.—The elementary reading-book may be selected by the Inspector. This need not therefore be the book used by the children; a small book carried in the pocket, which is fairly up to the Standard III. of (Revised Code) 1870, or an easy paragraph of equivalent difficulty from a page torn out of some story-book, will do, if the children read to the Inspector in the way described under Standard I. It is, of course, obvious that the Inspector must take care not to bring the same book twice to the same school, for the probability is that his book will be chosen when a new series is wanted.

So many interesting and well-printed story-books are daily produced by the publishers, that there can be no difficulty in finding, and constantly changing the books to be used, in this, and the next two Standards, when examining schools in which the supply of books is insufficient.

Children learn to read by imitating the tones and emphasis with which a passage is read to them by their teacher, but to carry out such a system of instruction, managers must provide not only good books, but a variety of them, for the use of each class. Without such a provision the teacher's work is wasted.

Children ought not to read the same book over and over

again. If they are made to read, or to hear read, the same pages day after day, they commit long passages to memory and repeat them when required to do so, often without looking at the book, save now and then.

This is not reading ; it is a mere mechanical drudgery, which no good teacher would tolerate. Children ought to be made familiar with fresh combinations of words in every lesson.

There ought to be several distinct sets of books supplied to each class, and when one set has been read through, a fresh set should take its place. These books, moreover, should not be made up of pages of words of a similar length or sound, nor of so-called sentences to which no meaning can be attached. They should consist of narratives in which children can take interest and find amusement.

Children ought not to stumble in reading, but be able to read on slowly, and if they come to a strange word, to pronounce it accurately after a pause ; if they cannot pronounce a word after spelling it, but look at the Inspector, they have been badly taught. They should articulate clearly and read intelligibly, though a little difficulty in doing so may be fairly allowed to pass.

Writing.—The writing of this Standard, which should consist of children under nine years of age, will probably be much better done on slates than on paper, but they ought to have begun writing on paper. You should therefore inquire if the children can write on paper their sums and dictation, and if the managers do not object, let them do so ; but if any objection is made, you should not insist on it on the occasion of your first inspection. If the children have been properly taught, they will be prepared for any style of examination within the limits of the Standard ; and teachers should not be allowed to plead that they have been accustomed to any particular method of examination, if an Inspector chooses to follow another plan. In all the higher Standards the exercises in arithmetic and writing should be done on paper, so that you can examine them and mark the schedule either in the school or at home, as is most convenient.

Dictation of the sentence, which should be first read over once to the class distinctly, so that they may be supposed to under-

stand what it means, may be given by yourself or by any teacher whom you appoint, *who stands fixed at a proper distance from the class*, and implicitly follows the directions of Article 28. The sentence must not consist of only a few words, but should extend to at least five or six lines.

Writing on slates at this stage will, *as handwriting*, generally pass; you must, therefore, rigidly adhere to your maximum number of mistakes in spelling (according to the length of the piece dictated, and the words occurring in it), and refuse to pass those who exceed.

If the children have written on paper, they will have had more difficulty to contend with; but if you enlarge the maximum number of allowable mistakes in this case, you should also take into more strict account the character of the handwriting.

Arithmetic.—The arithmetic questions should not involve the giving out of numbers of more than *five* figures.

STANDARD III.

Reading.—The remarks on reading under the previous Standard should be remembered here. Increased quickness and more intelligence should be looked for, and a fair power of pronouncing at sight words which have some difficulty.

Take care that the sentence “from the same book,” under “Standard III.—Writing,” may fairly be proposed to the class for correct spelling, and that it involves no “catches.” The result should be judged by handwriting and correct spelling jointly.

Writing.—This is the first stage in which it is *requisite in all cases* that the children should write on paper. It is well to avoid any artificial rule or personal preference for any style of handwriting. Round, large, clear handwriting has gained ground in many schools, but it has much prejudice to encounter on the part of parents, who are not impressed by it as they should be. You should take this into account. If the handwriting is easily legible, and uniform, it should be called good, whatever its style. If it be easily legible but is irregular, or if it be hard to read, though regular, it should only be called fair. If hard to read, and irregular, it is bad. Supposing a child's dictation

contains three errors in spelling (the full number of allowable mistakes which you had determined on), and the handwriting is only fair, this ought not to secure a pass. One mistake above the maximum allowed for a pass in spelling may be counter-balanced by the handwriting being good, and so secure a pass.

Freedom from error in spelling, if the handwriting is bad, ought not to secure a pass, the mechanical art of writing in this Standard being of much importance.

Arithmetic.—The sums in arithmetic in *Standard III.* should not involve large numbers. If you wish to secure plenty of work, it is better to give several short sums than one long one. Sums of money which the children can comprehend, and questions which involve dealing with money, according to their circumstances and experience, will always be the more suitable. It will be well also to introduce here, if not earlier, questions which call upon the child's reasoning power as to how they should be solved; and not "mere" sums, requiring numerical accuracy only.

Example.—John gives Thomas a dozen and a half of eggs, at 3 for 4d., and receives from him two loaves at 8d. each, how much does Thomas still owe to John? Children in good schools will learn to do such sums mentally, and it is a considerable help to their powers of accuracy, and a good exercise, to put down on paper the steps which they can accomplish rapidly in the mind.

STANDARD IV.

Reading.—Reading-books in use in schools too often contain very little poetry, others contain large quantities of doggerel verse. Both are objectionable for this exercise, which will be most satisfactory and decisive if the children read from a well-printed book or sheet which you hand to them singly, no one *looking over what comes next.* A few questions on the meaning of words, or of what has been read, should be put to the children in the higher Standards, as a test of their intelligence.

Writing.—Writing from dictation should involve both poetry and prose in this and the next Standard.

Arithmetic.—Arithmetic in this Standard must include the

present system of weights and measures, but there is no need to make it unduly onerous (see *note* to this Standard in the Code). A chart of the metric system should be hanging on the school walls. The *decimal* system is so simple that it will be learned in a day or two, and the plan of decimalising any common unit is excellent for showing the advantage of the uniform plan, *e.g.*, express large weights in cwt. and decimals of the cwt. ; small weights in lbs. and decimals of the lb. ; length by yards and decimals of the yard. Familiarity with such examples will ultimately lead all to see the advantages of the decimal and then of the metric system, or some system equivalent to it in principle.

STANDARDS V. AND VI.

Reading.—There is no need to say anything on the qualifications of good reading under these Standards, as they suggest themselves to the judgment of educated persons.

Writing.—In writing under Standard VI., the “theme” will sometimes be a difficulty, because it is supposed to be constructed according to certain strict rules, and the paraphrase is an exercise which in indifferent hands often amounts to turning good English into indifferent English, so that unless you have a superior school, in which the upper class can undertake either a theme, letter, or paraphrase, the “letter” will probably be the exercise you will require.

If the children are dull, you may have to suggest a subject ; you may have to read them a story, and tell them to reproduce it in their own words ; or set up a school picture before them, and tell them to describe what they see ; or some similar method of helping them to perform the task.

Arithmetic.—In arithmetic the questions should correspond with the wants of working men ; wages, interest on money put into the savings-bank, accounts of work, division of payment for work among a gang according to the time each has given to it, rates on small tenements, profit and loss on joint ventures, freight charges by rail or by sea, &c., will serve as instances.

EXTRA SUBJECTS.

You will observe that each child is to make an individual "pass" in these subjects (not more than *two*); the examination is no longer to be by classes, nor is the former limit of £8 maintained.

In the course of this year teachers will probably consult you on the scheme they propose to adopt for the next (see New Code, page 19, schedule IV.); for the present year, they will have to depend on your approval at the time of examination of the system adopted.

You will be careful to remind them that the "specimens" given in the schedule are not meant to be compulsory examples; and if you are satisfied that any variation from them is an improvement, you will be glad to give your approval.

All examinations on these subjects should be on paper, for a *vivâ voce* examination in large schools will be impossible with any fairness or reasonable speed; reading or repetition (as under the head *Language*) alone excepted.

If in Geography children show "maps" which have been done by them, be sure to *write your name on them, with the date*, that they may not be produced a second time; drawings in other subjects should all be initialed and dated, so that you or the succeeding Inspector may only have before him the genuine work of the school year.

Although "music" is not recognised as one of the extra subjects, you will in all cases, where the teacher can produce it, expect class-singing by ear; and you should reckon the discipline of a school imperfect in which a certain amount of drill is not part of the school routine.

If time is set down on the "time-table" for drill, you should see the boys put through their exercises.

Unless these exercises are satisfactory, you will remind the managers that the time taken for them under Article 24 may be disallowed, and you will call attention to the third section in the Minute of the 20th of March 1871, which provides that grants to day-schools which fall due after the 31st of March 1872, shall be reduced by one shilling per scholar, according to the average

number in attendance throughout the year, in those cases in which the Inspector does not report that vocal music forms a part of the ordinary course of instruction.

INFANT SCHOOLS.

The inspection and examination of infant schools will differ in some degree from the practice of past years ; but only in the fact that the children who would have been presented in Standard I. (Revised Code, 1870), will now not be individually paid for, according to passes. The first class of children in the infant school ought, however, to be strictly examined, and if every fourth child is called out (or some convenient proportion), such children ought to be able to pass *at least* as much as individual children did in that Standard. You will observe (*New Code*, 19 B. 2) that *no child above seven years of age* can be reckoned for the 10s. grant (19 B. 1 *b*). If children above seven are found in the infant school—which ought rarely to be the case—they may be sent in for examination with the children in the boys' and girls' school in (*New Code*) Standard I.

STANDARDS OF EXAMINATION.

From the New Code, 1872.

STANDARD I.

Reading.—One of the narratives next in order after monosyllables in an elementary reading-book used in the school.

Writing.—Copy in manuscript character a line of print, and write from dictation a few common words.

Arithmetic.—Simple addition and subtraction of numbers of not more than four figures, and the multiplication table, to multiplication by six.

STANDARD II.

Reading.—A short paragraph from an elementary reading-book.

Writing.—A sentence from the same book, slowly read once, and then dictated in single words.

Arithmetic.—The multiplication table, and any simple rule as far as short division (inclusive).

STANDARD III.

Reading.—A short paragraph from a more advanced reading-book.

Writing.—A sentence slowly dictated once by a few words at a time, from the same book.

Arithmetic.—Long division and compound rules (money).

STANDARD IV.

Reading.—A few lines of poetry or prose, at the choice of the Inspector.

Writing.—A sentence slowly dictated once, by a few words at a time, from a reading-book, such as is used in the first class of the school.

Arithmetic.—Compound rules (common weights and measures).

The "weights and measures" taught in public elementary schools should be only such as are really useful;—such as Avoirdupois Weight, Long Measure, Liquid Measure, Time Table, Square and Cubical Measures, and any measure which is connected with the industrial occupations of the district. In all schools the children in Standards V. and VI. should know the principles of the metric system, and be able to explain the advantages to be gained from uniformity in the method of forming multiples and submultiples of the unit.

STANDARD V.

Reading.—A short ordinary paragraph in a newspaper, or other modern narrative.

Writing.—Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.

Arithmetic.—Practice and bills of parcels.

STANDARD VI.

Reading.—To read with fluency and expression.

Writing.—A short theme or letter, or any easy paraphrase.

Arithmetic.—Proportion and fractions (vulgar and decimal).

EXTRA SUBJECTS.

From the New Code, 1872.

FOURTH SCHEDULE.

“ONE OR MORE SPECIFIC SUBJECTS OF SECULAR INSTRUCTION.”

(See Article 21.) MEMORANDUM.

The specific subjects of secular instruction may be—

Geography, History, Grammar, Algebra, Geometry, Natural Philosophy, Physical Geography, the Natural Sciences, Political Economy, Languages, or *any* definite subject of instruction, extending over the classes to be examined in Standards IV., V., VI., and taught according to a graduated scheme, of which the Inspector can report that it is well adapted to the capacity of the children, and is sufficiently distinct from the ordinary reading-book lessons to justify its description as a “specific subject of instruction.”

It is not improbable that new plans may be proposed, by which children may be enabled to gain scientific ideas from the study of natural objects and from careful direction of their power of observation. Such plans would necessarily differ in town and country, and the suitability of each to the school in which it is adopted must be a matter of discretion. Teachers intending to introduce an extra subject should confer with the Inspector when he visits the school, and settle with him the plan to be pursued during the year, so as to insure its acceptance at the next examination of the school.

Drawing and music will not be accepted under Article 21.

As specimens of what is meant by graduation of the instruc-

tion to the different Standards, the following examples may be given :—

Geography.

Standard IV.—A knowledge of the chief divisions of the world, and of the meaning of a map.

Standard V.—The preceding, and rivers, mountains, and divisions of England and Wales ; with some special knowledge of the county in which the school is situated, and a map-drawing of it.

Standard VI.—A more general knowledge of Great Britain and Ireland, the countries of Europe, and chief rivers, capitals, mountains, &c., with map-drawing of portions of England, and a knowledge of the general lines of railway communication.

History.

Select some chief event of importance in the history of England since the Conquest, and let the children in Standard IV. know something about it in detail.

Standard V.—Two or three such events or series of events.

Standard VI.—Three or four more, well mastered, and the general sequence of the landmarks of history.

The facts in English history connected with the village, district, town, or county, should be made subjects of instruction.

Algebra.

Standard IV.—Notation, addition, subtraction.

Standard V.—Multiplication and division (integral indices only).

Standard VI.—To simple equations, inclusive.

Language.

A. English Grammar, or Literature.

1. Grammar and analysis, increasing in difficulty with each Standard.

2. English literature.

Standard IV.—Not less than 150 lines of a prose author, or

200 lines of poetry, got by heart, and the meaning and allusions mastered.

Standard V.—Not less than 180 lines of prose, or 250 lines of poetry, as above.

Standard VI.—Not less than 200 lines of prose, or 300 lines of poetry, as above.

Passages learnt in a previous standard not to be repeated in a subsequent one. At the Inspector's visit the passages selected for the ensuing year to be submitted to him for approval.

B. Elements of Latin, French, or German.

Standard IV.—Early portion of the grammar, up to verbs.

Standard V.—Regular verbs and first rules of syntax. Translate short sentences of three or four words into English, and to pronounce correctly.

Standard VI.—Irregular verbs—translation of sentences a little longer, and of short simple sentences from English into the language—to read in the language with tolerably good pronunciation.

Physical Geography.

Standard IV.—Figure of the earth; distribution of sea and land; form of continents.

Standard V.—The preceding and mountain systems; divisions of ocean; ocean currents.

Standard VI.—The preceding and atmospheric phenomena; trade winds; distribution of plants and animals, and races of men.

Animal Physiology.

Standard IV.—The build of the human body, and the names and positions of internal parts.

Standard V.—Constituents of the blood, muscle, bone; circulation and respiration.

Standard VI.—The preceding and alimentation; the sense organs; the muscles and nerves.

LIST OF SCRIPTURE LESSONS
FOR SUNDAY SCHOOLS.

LIST OF SCRIPTURE LESSONS FOR SUNDAY SCHOOLS.

ISSUED BY THE SUNDAY SCHOOL UNION.

1872.	MORNING.		AFTERNOON.		For Repe- tition.
	SUBJECT.	FOR READING.	SUBJECT.	FOR READING.	
Jan. 7.	Lessons of Wisdom.....	Prov. viii. 1-21, 32-36	Counsels for the Young.....	Ec. xl. 7 to xii. 14.....	xii. 13, 14
14	The Creation of the World.....	Genesis i.....	John the Forerunner of Christ..	Luke i. 57-80.....	76-79
21	Man's Temptation and Fall.....	Genesis iii.....	Herod and the Wise Men	Matt. ii.....	7, 8
28	Cain and Abel.....	Genesis iv. 3-16.....	The Childhood of Jesus.....	Luke ii. 25-52.....	46, 47
Feb. 4	Noah preserved in the Ark.....	Gen. vii. 11 to viii. 12	Christ the Light of the World...	John i. 1-18.....	14
11	God's Promise to Noah.....	Gen. viii. 13 to ix. 19	The Ministry of John the Baptist	Mat. iii.; Mark i. 1-11	Mat. iii. 1-3
18	The Building of Babel.....	Gen. x. 8-11, xi. 1-9.	The Temptation of Jesus.....	Mat. iv. 1-11, Lu. iv. 1-	Mat. iv. 8-
25	Abram's Journey to Canaan.....	Gen. xi. 27 to xii. 9...	John's Testimony to the Messiah	John i. 19-34.....	29-31 [10
Mar. 3	Separation between Abram & Lot	Genesis xiii.....	Christ's First Disciples	John i. 35-51.....	40-42
10	God's Covenant with Abram.....	Genesis xv.....	Christ Beginning His Work	John ii.....	15-17
17	Abram's Intercession for Sodom	Genesis xviii. 16-33..	The Visit of Nicodemus to Jesus	John iii. 1-21.....	1-3
24	The Cities of the Plain destroyed	Genesis xix. 12-29...	Jesus at the Well of Sychar	John iv. 1-42.....	13, 14
31	Messiah's Triumph.....	Psaln i.....	The Resurrection.	1 Cor. xv. 1-26.....	20-22
Apr. 7	Hagar and Ishmael.....	Genesis xxi. 9-21.....	The Impotent Man Healed.....	John v. 1-24.....	7-9
14	The Trial of Abraham's Faith	Genesis xxii. 1-19.....	Christ's works proclaim his Deity	John v. 25-47.....	36
21	Isaac and Rebekah.....	Genesis xxiv. 32-67...	Jesus Preaching at Nazareth....	Luke iv. 14-32.....	21-23
28	Jacob's Deceit.....	Genesis xxvii. 1-29...	A Sabbath at Capernaum	Mark i. 21-45.....	21, 22
May 5	Jacob's Flight and Vision.....	Gen. xxvii. 41-xxviii.	The Truly Blessed.....	Matt. v. 1-20.....	6-9
12	Jacob's Return to Canaan.....	Genesis xxxii.....	Christ's Teaching on Prayer.....	Matt. vi. 1-18.....	5, 6
19	Jacob and Esau reconciled.....	Genesis xxxiii.....	Over-anxious Care condemned...	Matt. vi. 19-34.....	33, 34
26	Joseph Hated by his Brethren...	Genesis xxxvii. 1-24.	The Marks of True Discipleship.	Matt. vii. 13-29.....	16-18
June 2	Joseph Sold as a Slave.....	[xxxix. 1-6	Jesus at the Lake of Gennesaret	Luke v. 1-17.....	4-6
9	Joseph in Prison.....	Gen. xxxvii. 25-36,	Christ's Power to Forgive Sins.	Luke v. 18-32.....	23-25
16	Joseph made Ruler in Egypt.....	Genesis xli. 25-44...	The Twelve Apostles chosen.	Matt. x. 1-33.....	5-7
23	The Great Famine.....	Gen. xlii. 1-20, xliii. 1-	Christ Feeds the Five Thousand	John vi. i. 21.....	10, 11
30	Judah's Earnest Supplicat'on ...	Gen. xliv. 14-34....[14	Christ the Bread of Life.....	John vi. 22-59.....	32-35



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July 7 Israel's Sojourn in Egypt.....	Gen. xlv. 28-xlvii. 12	11, 12	The True Children of Abraham.....	John viii. 28-59	56-58
14 The Last Days of Israel.....	Genesis xlviii.....	15, 16	Christ at Capernaum and Nain.....	Luke vii. 1, 18.....	13-15
21 Pharaoh's Cruel Command.....	Exod. i. 7-14, ii. 1-10	ii. 5, 6	The answer to John's Messengers.....	Luke vii. 19-35.....	22, 23
28 The Burning Bush.....	Exodus iii.....	2, 3	The Pardoned Penitent.....	Luke vii. 36-50.....	47, 48
Aug. 4 The Israelites in Bondage.....	Exodus v.....	13, 14	Consequences of Unbelief.....	Matt. xi. 20-30.....	20-22
11 Moses and Aaron's Commission..	Ex. vi. 1-13, vii. 1-13	vii. 1, 2	The Pharisees Reproved.....	Matt. xii. 22-50.....	35-37
18 The Punishment of the Egyptians.....	Ex. vii. 14-25, viii. 5-15, ix. 22-35, x. 7-15	x. 13, 14	The Daughter of Jairus Raised..	Luke viii. 41-56.....	52-55
25 The Institution of the Passover.	Exodus xii. 1-30.....	26, 27	Parable of the Sower.....	Matt. xiii. i. 23.....	22, 23
Sept. 1 Israelites leave Egypt.....	[17-22] Exod. xii. 31-42, xiii. 1-17	xii. 41-42	Parable of the Wheat and Tares	Matt. xiii. 24-46.....	28-30
8 The Gifts of Manna and Quails..	Exodus xvi.....	13-15	The Storm on the Lake.....	Matt. xiv. 13-36.....	24-27
15 The Israelites at Rephidim.....	Exodus xvii.....	5, 6	The Syro-Phœnician Mother.....	Mark vii. 24-37.....	27-29
22 The Encampment before Sinai...	Exod. xix. 1-9, 17-25	17, 18	The Man who was Born Blind...	John ix. 1-38.....	35-38
29 The Commandments of God.....	Exod. xx. 1-21, Matt. xxii. 37-40	Mat. xxii. 37-40	Christ the Good Shepherd.....	John x. 1-30.....	11-14
Oct. 6 The Idolatry of the Israelites.....	Exodus xxxii. 7-35	31-33	Mission & Return of the Seventy	Luke x. 1-20.....	17-20
13 Moses' Successful Pleading.....	Exodus xxxiii.....	15-17	The Good Samaritan.....	Luke x. 25-42.....	33-35
20 The People's Voluntary Offerings	Exodus xxxv. 4-35	22-23	Peter's Confession.....	Matt. xvi. 13-28.....	15-17
27 The Tabernacle completed.....	Exodus xl. 17-38	17-19	The Transfiguration.....	Matt. xvii. 1-23.....	1, 2
Nov. 3 The Day of Atonement.....	Leviticus xvi.....	33, 34	Christ's Lesson of Humility.....	Matt. xviii. 1-14.....	3-5
10 Feasts of the Lord.....	Lev. xxiii. 9-21, 33-44	41-43	Christ Teaches Forgiveness.....	Matt. xviii. 21-35.....	21, 22
17 The Report of the Spies.....	Num. xiii. 25 to xiv. 25	xiv. 6-8	Room given for Repentance.....	Luke xii. 1-21.....	7-9
24 The Sin of Moses and Aaron.....	Num. xx. 1-13, 23-29	12, 13	Neglected Opportunities.....	Luke xiii. 22-35; Heb. x. 26-29.....	25-27
Dec. 1 The Serpent of Brass.....	Num. xxi. 1-9; John iii. 14, 15.....	14, 15	The Greeks desire to see Jesus..	John xii. 20-43.....	20-22
8 Balaam and Balak.....	Num. xxiii. 1-24, xxiv. 15-20.....	18-20	Parable of the Great Supper.....	Luke xiv. 7-24.....	22-24
15 The Death of Moses.....	Deut. iii. 26-29, xxxiv. 1, 2	4, 5	Parable of the Prodigal Son.....	Luke xv. 11-32.....	22-24
22 The Appointment of Joshua.....	Joshua i.....	1, 2	Parable of the Unjust Steward...	Luke xvi. 1-17.....	3-6
29 The Grateful Review.....	Psalms ciii.....	8-12	The Sad Confession.....	Nehemiah i.....	6

* * The present list is the first half of a two years' course—the morning selections being chronologically arranged, whilst the afternoon portions bring out the harmony of the Gospels.

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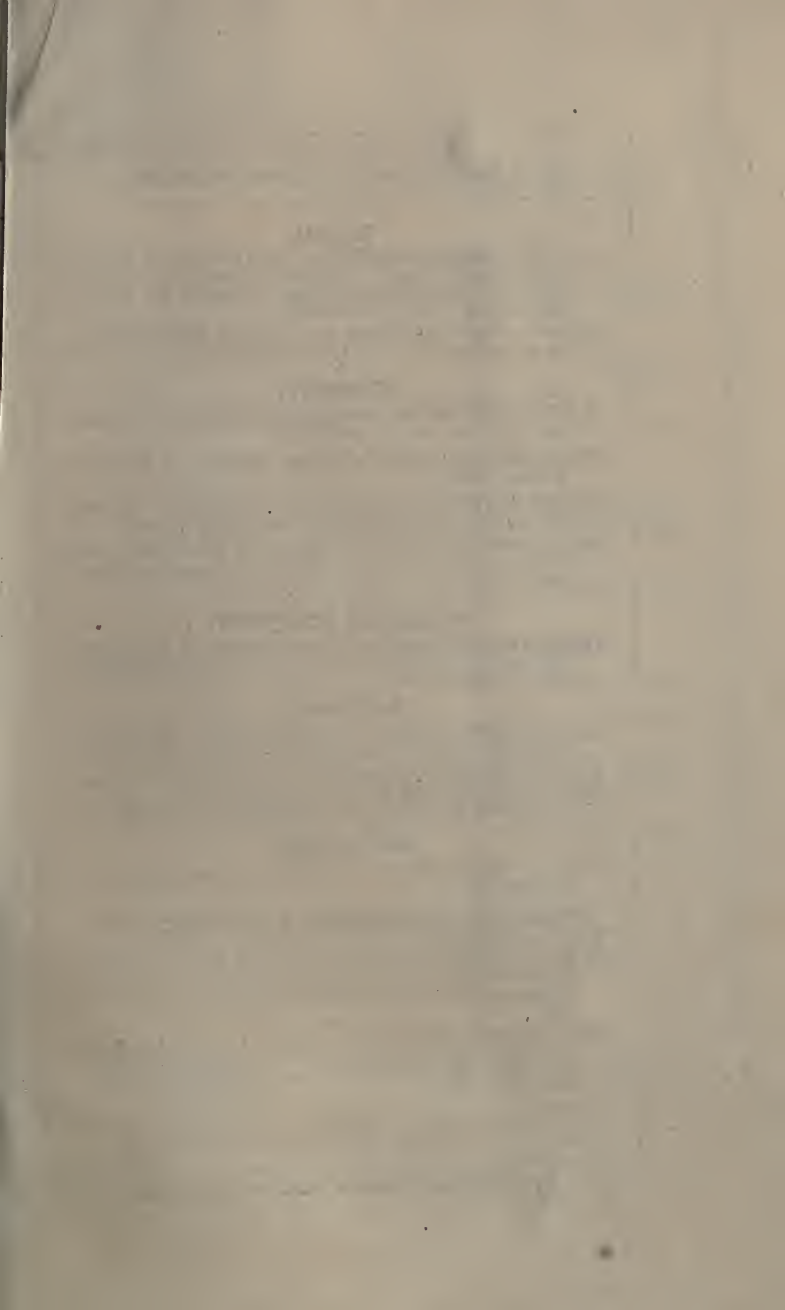
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